Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Adult Education Instructor
Professional Learning Survey Results

Arizona Department of Education
Division of Educational Services & Resources
(602) 258-2410
www.ade.az.gov
March 2007

Adult Education Instructor
Professional Learning Survey Results
Administered September 2006

Arizona Department of Education,
Division of Educational Services & Resources
(602) 258-2410
www.ade.az.gov
March 2007

Table of Contents

Adult Education Instructor Survey Executive Summary 1

Purpose 1

Instructor Perceptions 2

Appendix A: Summary of Responses 12

Survey Working Terms

Adult Basic Education (ABE): Classes for basic reading, writing, and mathematics skills.

Adult Secondary Education (ASE): Classes for language arts, reading and writing, social studies, science, and mathematics.

Arizona's Adult Education Data Collection System (AEDATCOL): Database used by adult education programs for reporting federal and state mandated student information.

Community-based organization: Community agencies that provide services for low-income children and families.

English Language Acquisition for Adults (ELAA): Classes for learning the English Language.

Basic English Skills Test (BEST): State mandated assessment used by state funded adult education programs for learner placement and progress testing in listening comprehension, language complexity, and communication.

Non-profit/501.C3 organization: A federal and state tax-exempt organization.

Test for Adult Basic Education (TABE): State mandated assessment used by state funded adult education programs for learner placement and progress testing in reading, language, mathematics, and spelling.

Adult Education Instructor Survey

Executive Summary

This report summarizes the results of the Arizona Adult Education Program Instructor Survey that was completed in September 2006. A total of 412 adult education instructors from 33 state funded adult education programs were sent a request to participate in an online survey designed to examine program operations, professional learning practices, and demographic information. The survey contained open-ended questions, check boxes, and a 5-point Likert-type scale (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). A total of 42 program administrators were sent an email requesting that instructors who did not have an email on file with the Arizona Department of Education, Adult Education Services (ADE/AES) be forwarded the survey participation request. 218 (53% of the total respondents sent the survey request via email) submitted responses to the survey. A total of 35 instructors did not complete the survey and were excluded, leaving 183 respondents. Please refer to the appendix for a frequency count of specific responses.

Purpose

The intent of the Adult Education Program Instructor Professional Learning Survey was to collect baseline information on adult education program operations, program instructional frameworks, instructor professional learning practices, and instructor demographics. The information collected via the survey was used to a) better understand the current state of the adult education system in Arizona, b) provide valuable information for the selection of professional learning activities and projects, and c) establish baseline information that could be used to examine the impact of professional learning in Arizona adult education.

Instructor Perceptions

Brief Overview of Selected Responses

Program Operations

- Of the 183 participants who submitted a response:
    - 91% indicated that programs have written policies for student registration
- Of the 183 participants who submitted a response:
    - 79% indicated that programs have written policies for student orientations
- Of the 183 participants who submitted a response:
    - 96% indicated that programs have written policies for administration of the Test for Adult Basic Education (TABE)
- Of the 183 participants who submitted a response:
    - 86% indicated that programs have written policies for administration of the Basic English Skills Test (BEST)
- Of the 183 participants who submitted a response:
    - 86% indicated that programs have written policies for student progress testing
- Of the 183 participants who submitted a response:
    - 68% participate in program planning

- Of the 183 participants who submitted one or more responses:
    - 55% indicated that program administrators participate in program planning
    - 60% indicated instructional staff participate in program planning
    - 37% indicated support staff participate in program planning
    - 13% indicated volunteers participate in program planning
    - 2% indicated parent organization staff participate in program planning
    - 22% indicated students participate in program planning

Instruction

- Of the 183 participants who submitted a response:
    - 94% of participants indicated that classes are offered 9 months or more out of the calendar year
- Of the 183 participants who submitted a response:
    - 81% teach primarily in a face-to-face classroom
    - 9% teach primarily in a computer lab
    - 6% teach primarily in a one-to-one setting
    - 1% teach primarily in a Web-based class
- Of the 183 participants who submitted a response:
    - 31% teach through independent learning
    - 27% teach through cooperative learning
    - 20% teach through group work
    - 11% teach through discussion
    - 11% teach through lecture

- Of the 183 participants who submitted a response:
    - 9% teach a separate class for students with specific learning differences'=
- Of the 183 participants who submitted a response:
    - 37% have completed training for providing instructional accommodations
- Of the 68 participants who submitted a response:
    - 100% have completed learner accommodation training within 36 months or more
- Of the 68 participants who submitted a response:
    - 40% indicated that training was provided locally through the program
    - 24% indicated ADE/AES as the provider of accommodation training
    - 15% indicated college courses as the provider of accommodation training
    - 7% indicated on-the-job training for providing accommodations

Access and Entering AEDATCOL data

- Of the 183 participants who submitted a response:
    - 33% have access to Arizona's Adult Education Data Collection System (AEDACTOL)
- Of the 183 participants who submitted a response:
    - 15% enter AEDACTOL data
- Of the 27 participants who submitted a response:
    - 81% have completed training for entering AEDACTOL data

- Of the 22 participants who submitted a response:
    - 27% indicated that AEDACTOL data entry training was completed within the past 12 months
    - 18% completed AEDACTOL data entry training within the past 24 months
    - 55% completed AEDACTOL data entry training within 36 months or more.
- Of the 22 participants who submitted a response:
    - 55% indicated ADE/AES as the provider of AEDATCOL data entry training
    - 32% indicated that AEDATCOL data entry training was completed on on-the-job

Reviewing AEDATCOL data

- Of the 183 participants who submitted a response:
    - 38% review AEDACTOL data.
- Of the 73 participants who submitted a response:
    - 15% review AEDACTOL data weekly
    - 5% review AEDACTOL data bi-weekly
    - 32% review AEDACTOL data monthly
    - 44% review AEDACTOL data quarterly
    - 4% do not review AEDATCOL data

- Of the 70 participants who submitted a response:
    - 50% review AEDACTOL data with program administrators quarterly
    - 24% review AEDACTOL data with program administrators monthly
    - 4% review AEDACTOL data with program administrators bi-weekly
    - 1% review AEDACTOL data with program administrators weekly
    - 20% do not review AEDACTOL with their program administrator
- Of the 70 participants who submitted a response:
    - 4% review AEDACTOL data with instructional staff weekly
    - 7% review AEDACTOL data with instructional staff bi-weekly
    - 23% review AEDACTOL data with instructional staff monthly
    - 39% review AEDACTOL data with instructional staff quarterly
    - 27% do not review AEDACTOL data with instructional staff

Test for Adult Basic Education (TABE):

- Of the 183 participants who submitted a response:
    - 65% administer the TABE
- Of the 119 participants who submitted a response:
    - 36% use scheduled intervals to determine the need for TABE progress testing
    - 18% use student attendance hours to determine the need for TABE progress testing
    - 18% use instructor observation to determine the need for TABE progress testing
    - 13% use instructional hours to determine the need for TABE progress testing

- Of the 119 participants who submitted a response:
    - 24% progress test between 12 and 23 instructional hours
    - 17% progress test between 24 and 35 instructional hours
    - 26% progress test between 36 and 47 instructional hours
    - 14% progress test between 48 and 59 instructional hours
    - 19% progress test between 60 instructional hours or more
- Of the 119 participants who submitted a response:
    - 71% have completed training for TABE administration
- Of the 84 participants who submitted a response:
    - 26% completed TABE administration training within the past 12 months
    - 27% completed TABE administration training within the past 24 months
    - 46% completed TABE administration training within 36 months or more.
- Of the 84 participants who submitted a response:
    - 42% indicated that training for administering the TABE was completed on-the-job
    - 30% indicated that training for administering the TABE was provided by ADE/AES
    - 20% indicated that training for administering the TABE was completed through a locally produced training

Basic English Skills Test (BEST)

- Of the 183 participants who submitted a response:
    - 64% administer the BEST

- Of the 117 participants who submitted a response:
    - 14% use instructor observation to determine the need for BEST progress testing
    - 14% use student attendance hours to determine the need for BEST progress testing
    - 10% use instructional hours to determine the need for BEST progress testing
    - 49% use scheduled intervals to determine the need for BEST progress testing
- Of the 117 participants who submitted a response:
    - 15% progress test between 12 and 23 instructional hours
    - 23% progress test between 24 and 35 instructional hours
    - 19% progress test between 36 and 47 instructional hours
    - 22% progress test between 48 and 59 instructional hours
    - 21% progress test at 60 instructional hours or more
- Of the 117 participants who submitted a response:
    - 84% have completed training for administering the BEST
- Of the 98 participants who submitted a response:
    - 42% completed BEST administration training within 12 months
    - 24% completed BEST administration training within 24 months
    - 34% completed BEST administration training within 36 months or more.

- Of the 98 participants who submitted a response:
    - 33% indicated that training for administering the BEST was provided by ADE/AES
    - 32% indicated that training for administering the BEST was completed through a locally produced training
    - 28% indicated that training for administering the BEST was completed on-the-job

Professional Learning

- Of the 183 participants who submitted a response:
    - 84% indicated participating in professional development outside of the adult education program.
- Of the 153 participants who submitted a response:
    - 36% attended professional development activities provided by ADE/AES
    - 13% attended professional development activities provided by the parent organization
    - 14% attended professional development activities provided by national conferences
    - 19% attended professional development activities provided by the Arizona Association for Lifelong Learning (AALL)
- Of the 153 participants who submitted a response:
    - 46% indicated that professional development activities are selected by instructor interest
    - 30% indicated that professional development activities are selected by the program administrator

- Of the 153 participants who submitted a response:
    - 61% are compensated for participating in professional development.
- Of the 153 participants who submitted one or more responses:
    - 37% indicated that professional development activities are part of their regular work hours
    - 21% indicated that additional paid time is provided as compensation for participating in professional development activities
    - 10% indicated that flex time is provided as compensation for participating in professional development activities

Professional Organizations and listservs

- Of the 183 participants who submitted a response:
    - 47% have current memberships in professional organizations
- Of the 86 participants who submitted one or more responses:
    - 72% are current members of the Arizona Association for Lifelong Learning (AALL)
- Of the 183 participants who submitted a response:
    - 14% regularly participate in blogs or listservs

Employment and Benefits

- Of the 183 participants who submitted a response:
    - 21% are employed 40 hours or more per week by the adult education program's parent organization
- Of the 144 participants who submitted a response:
    - 29% are employed 30 to 39 hours per week by the adult education program's parent organization
    - 32% are employed 9 hours or less per week by the adult education program's parent organization

- Of the 144 participants who submitted a response:
    - 31% receive medical insurance benefits through the adult education program
- Of the 144 participants who submitted a response:
    - 28% receive dental insurance through the adult education program
- Of the 144 participants who submitted a response:
    - 34% are provided with employer-paid sick leave
- Of the 144 participants who submitted a response:
    - 28% are provided with employer-paid vacation leave
- Of the 144 participants who submitted a response:
    - 10% are provided with incentive pay or extended contracts

Educational Achievement and Teaching

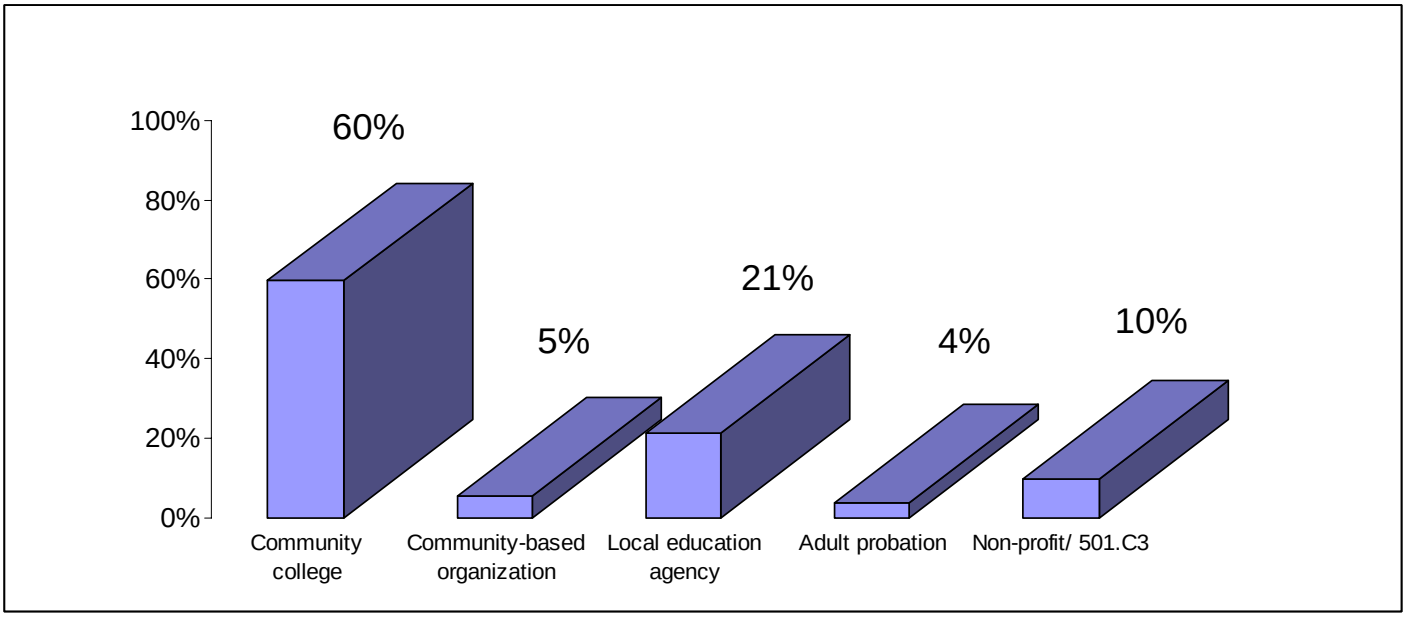
- Of the 183 participants who submitted a response:
    - 88% hold a Bachelor's degree or higher
- Of the 183 participants who submitted a response:
    - 80% hold current certification in Arizona adult education
- Of the 183 participants who submitted a response:
    - 43% of respondents sign a teacher contract for their adult education teaching position
- Of the 183 participants who submitted a response:
    - 8% teach in more than one state-funded adult education program
- Of the 183 participants who submitted a response:
    - 77% have been teaching in adult education for 3 or more years

Appendix A: Summary of Responses

Arizona Department of Education, Adult Education Services
Adult Education Instructor Professional Learning Survey

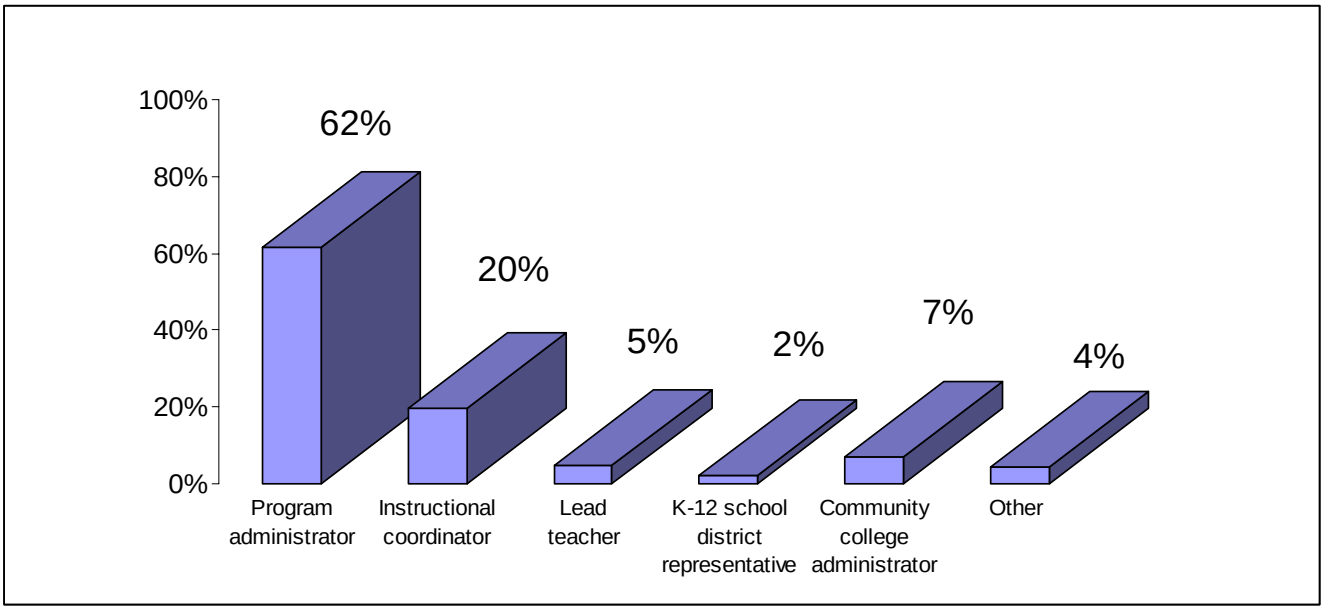
Percentages are based on the number of submitted responses

Q1. For what type of adult education agency do you work? (Select one)



n=183

Q2. Who is your immediate supervisor? (Select one)

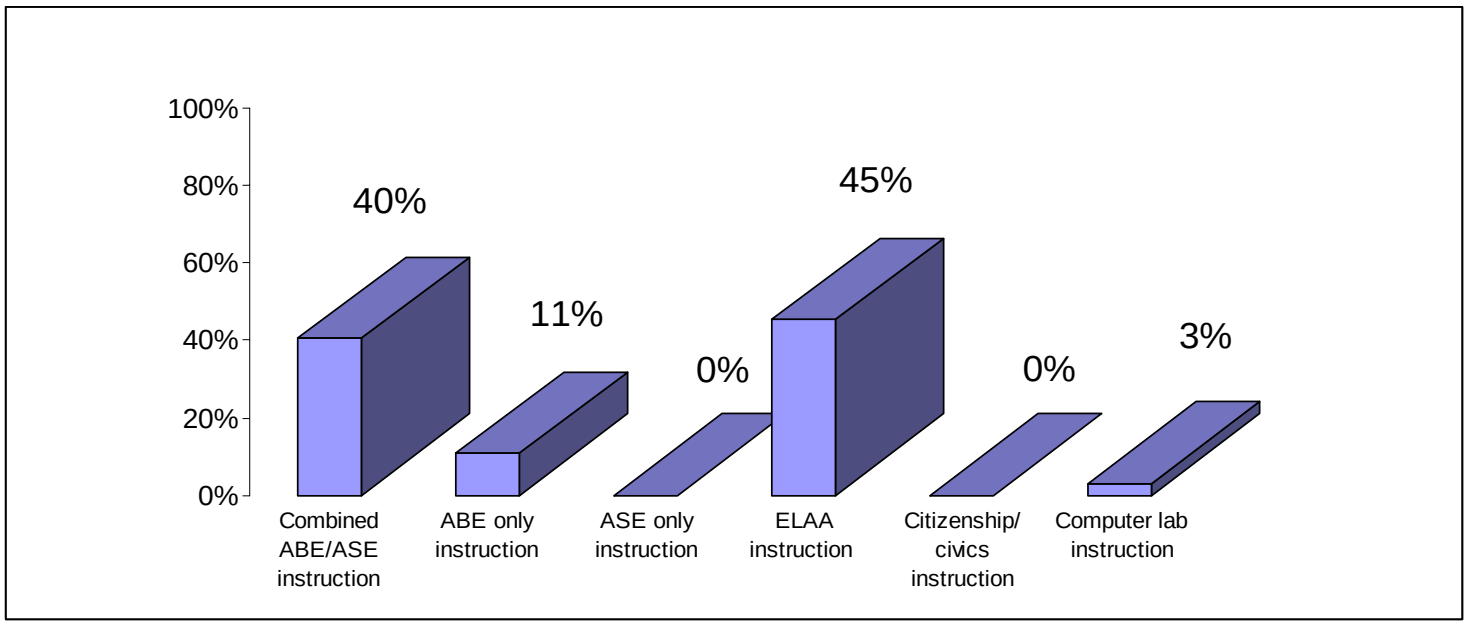


Written responses:

- Board of Directors
- Local superintendent
- Community Development Director
- Century 21 Grant Coordinator
- Director of Victory Adult Ed.
- Director
- Executive Director
- Career Center Director

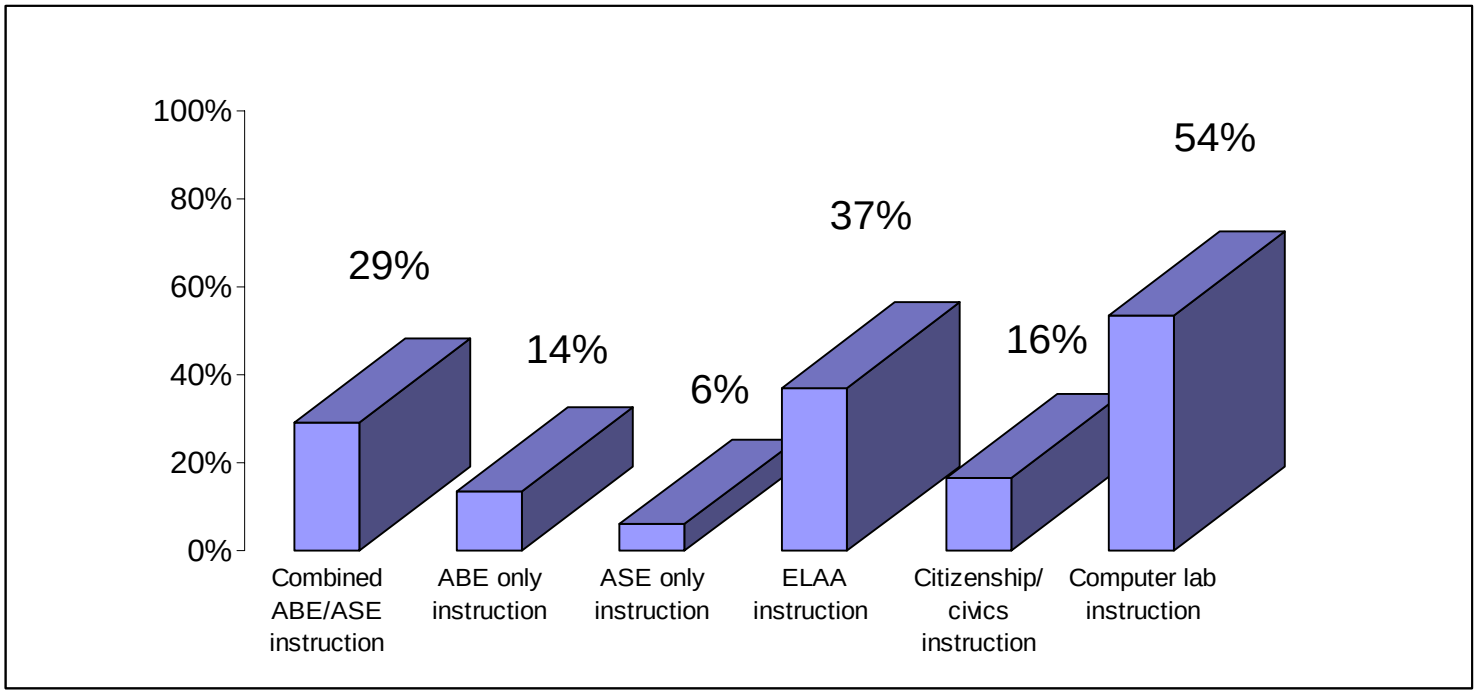
n=183

Q3. What is your primary teaching responsibility in the adult education program: (Select one)



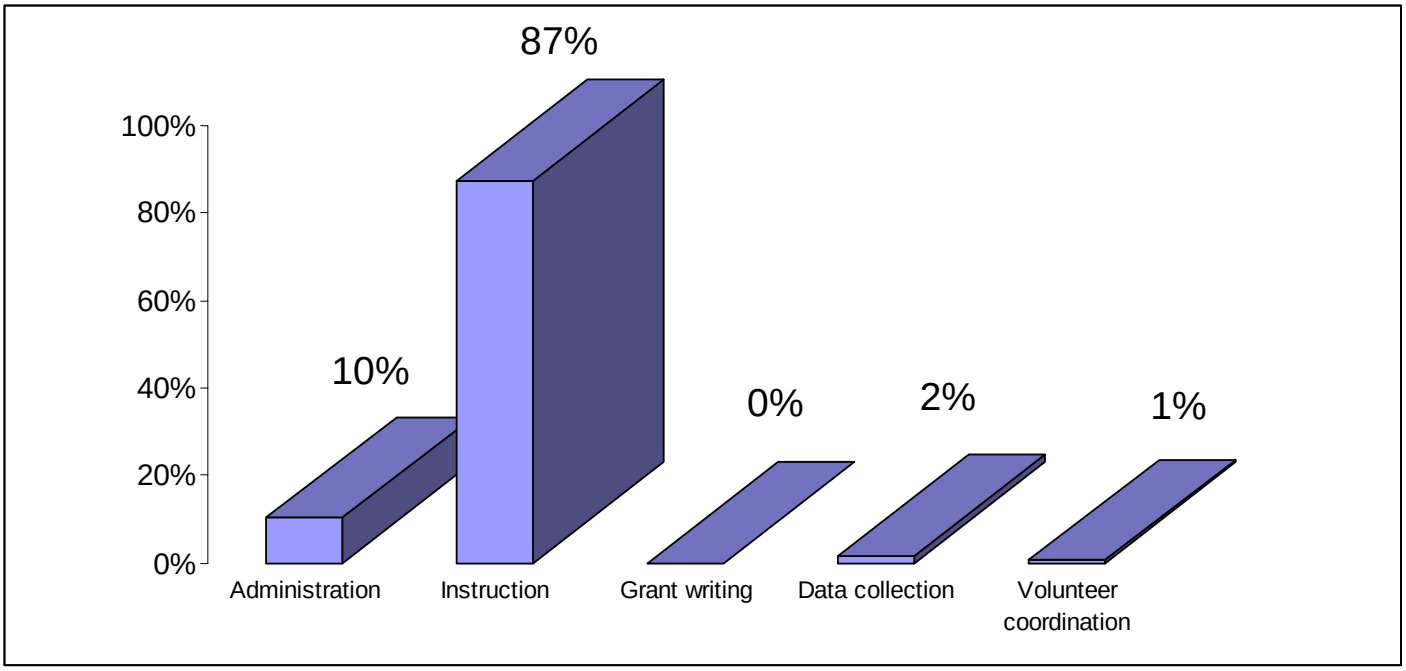
n=183

Q4. Additional teaching responsibilities within the adult education program include: (Check all that apply)



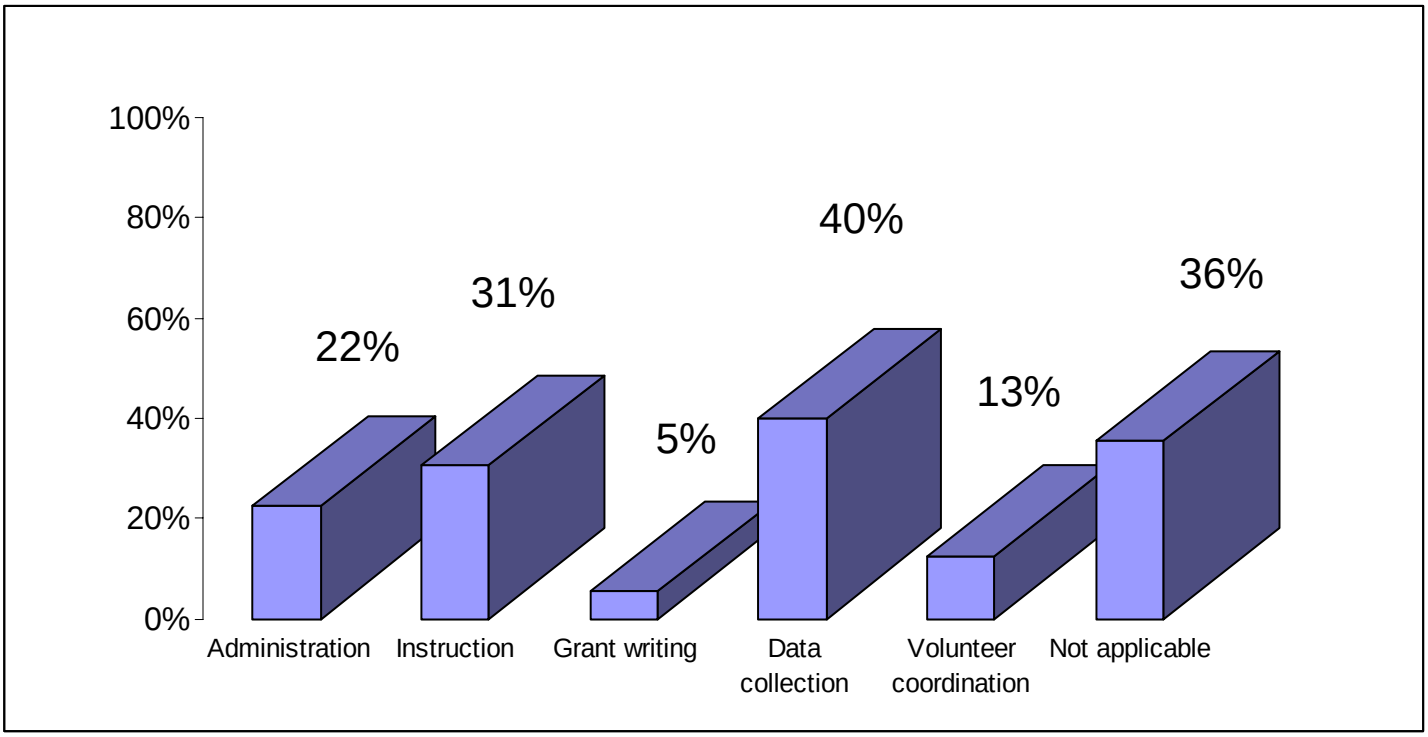
n=183

Q5. What is your primary responsibility within the adult education program? (Select one)



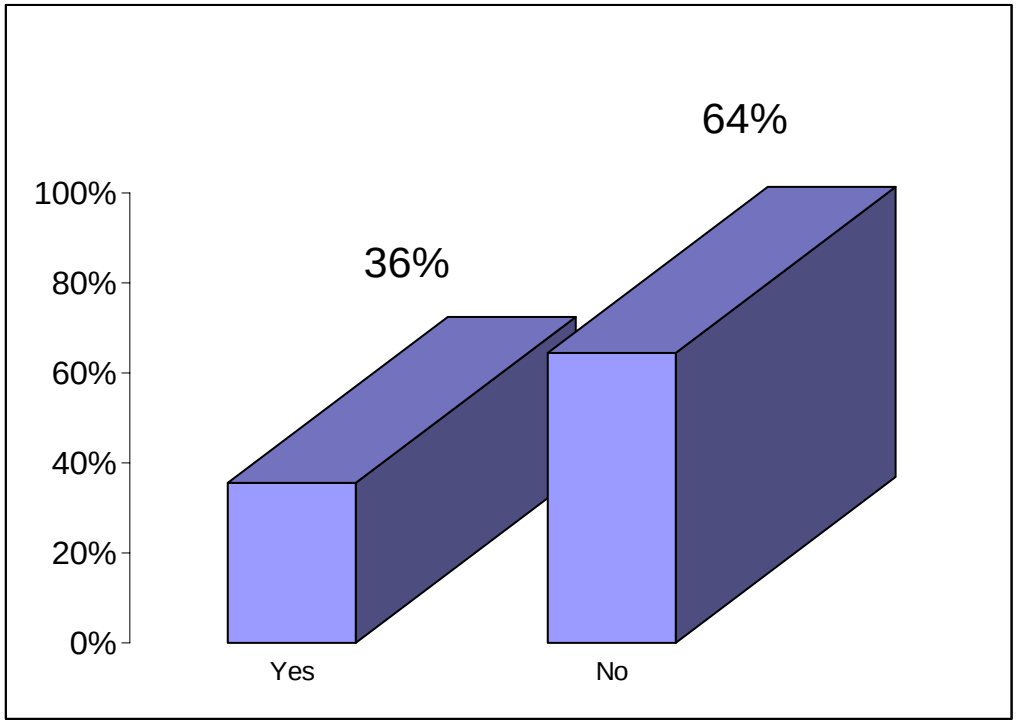
n=183

Q6. Additional instructional responsibilities within the adult education program include: (Check all that apply)



n=183

Q7. Do you have additional job responsibilities in your organization separate from your adult education duties?



n=183

Q8. Additional job responsibilities include: (Please describe)

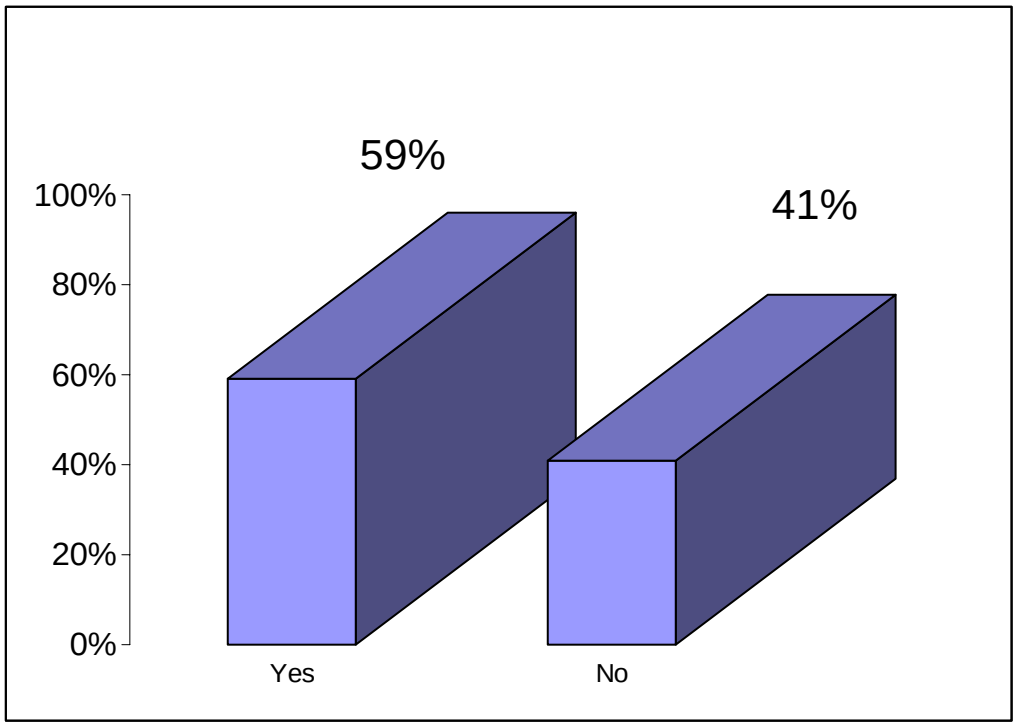
- professional development
- various administrative, maintenance and others
- Registration, calling students for registration
- General office work GED Instructor with a computer base program Student testing
- Instruct English 101 (College Composition) for Coconino Community College
- Adjunct Faculty
- Secretary to Board of Directors (volunteer position). Coordinating fund raising activities.
- 4th grade accelerated teacher
- associate faculty
- Facilitating parenting skills classes in Spanish Conducting home visits with students Coordinating student volunteer time in schools
- high school principal
- maintaining the smooth running of our center including but not limited to repairs and maintenance of equipment and facility, volunteer coordination, building security, day-to-day extra activities, teach GED and Job Skills and department classes
- Administration of a teacher Pay For Performance program.
- I am also the Program Coordinator for Mohave County Community and Economic Development's WIA program. I am responsible for running reports; training local staff on WIA procedures,

policies, etc.; monitoring files, attending meetings related to WIA and reporting back to local staff, advising local staff on options for the WIA program, and many more functions.

- Teaching parenting and life skills classes, coordinating with elementary school
- Agency Resource Coordinator
- testing
- helping students with taxes, working papers, gov't forms etc.
- College and State-Wide Commitee Work
- Teaching Developmental students, committee work, curriculum, overseeing a professional development workshop program, mentoring, coordinating class site and personnel, supervising a student writing center for all college students
- mentoring new instructors and volunteers assisting students with personal problems tutoring students who are not able to attend classes in the classroom
- Regular classes
- College-wide committees
- teaching credit classes at Pima Community College campuses
- Bookkeeper Executive Assistant Newsletter Editor My instructional work was strictly volunteer for the same organization.
- Teach two American Sign American SLG 50 and 101/102 classes at NW PCC and math for deaf students at West Campus PCC.
- Associate faculty for the college
- Educational Technology Expert
- 4th grade teacher SEI trainer
- Serve as an ETE, technology expert in my program though the state department.
- Teaching money managment workshops.
- Migrant Advocate/Advisor
- Anything that needs to be done.
- Instruction in the high school curriculum
- Create and maintain liasion with collaborators in the community. Do home visits. Facilitate or help facilitate literacy activities for families outside of program hours.
- ETE representative for state program
- Class coordination and scheduling, coordinating with other agencies, payroll for certain employees, assessment testing, attendance reporting
- Teacher training
- National Honor Society Coordinator
- Character Counts Representative for Adult Ed
- Homevisits, parent-child evaluation, facilitating parent discussion groups, coordinating volunteers, recruitment, and testing.
- developmental course instruction
- I teach other classes, periodically.
- technology committee
- Coordination of Family Literacy programming.
- Attend College Wide meetings and serve on committees
- collect information, give tests, teach computer skills
- cordinating with 3rd party payers

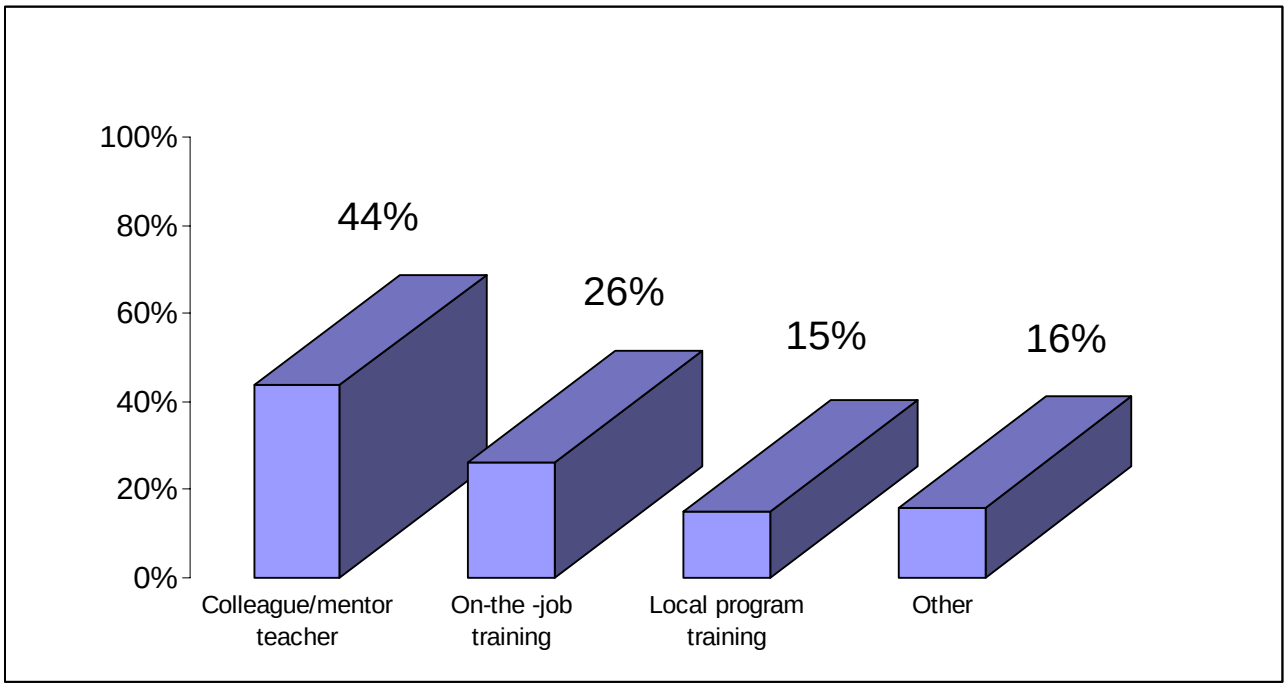
- Liaison with community services staff.
- developed and implemented a pilot retention program covering two main campuses in hopes to make it a mainstay program within the college -- college wide.
- Coordination of sites not on my campus. Scheduling classes for adjunct faculty on my site.
- Attendance records. Getting in touch with students who miss too many classes. Test students and score the tests. Give community based information such as computer training programs. Give information about other educational opportunities.
- REGULAr TEACHER @Elementary school
- Assist patrons in job searching, through the use of internet searches.
- adminiministering tests
- English composition instructor for dept. of liberal arts (ENL 101, 102)
- teaching 7th grade English
- I am a Middle School Principal.
- Representing our program on several college committees.
- Being the coach for one of our learning communities.
- attend PDLA and other trainings
- family literacy/homevisits/ILA time monitoring
- testing

Q9. Did you complete a new Teacher Orientation when you were hired by your current adult education program?



n=183

Q10. The new teacher orientation training was delivered by: (Select one)

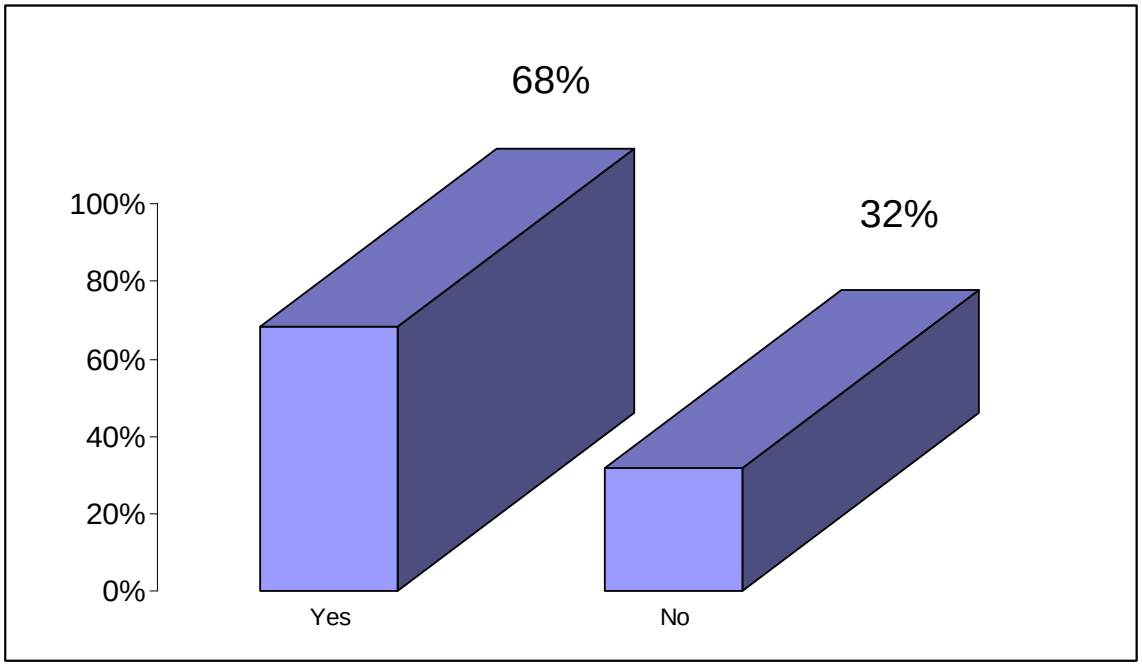


Written responses:

- Dean of Students
- Immediate supervisor
- Not sure
- Staff and volunteer tutor trainers
- Administrator and lead teachers
- School district (K-12 based)
- Faculty Academy
- Program Manager
- Department head
- Administrator
- Manager
- ELAA Director
- Supervisors of program
- Group of faculty
- Conference call by dean of college
- College administration
- Adult Ed Administrator

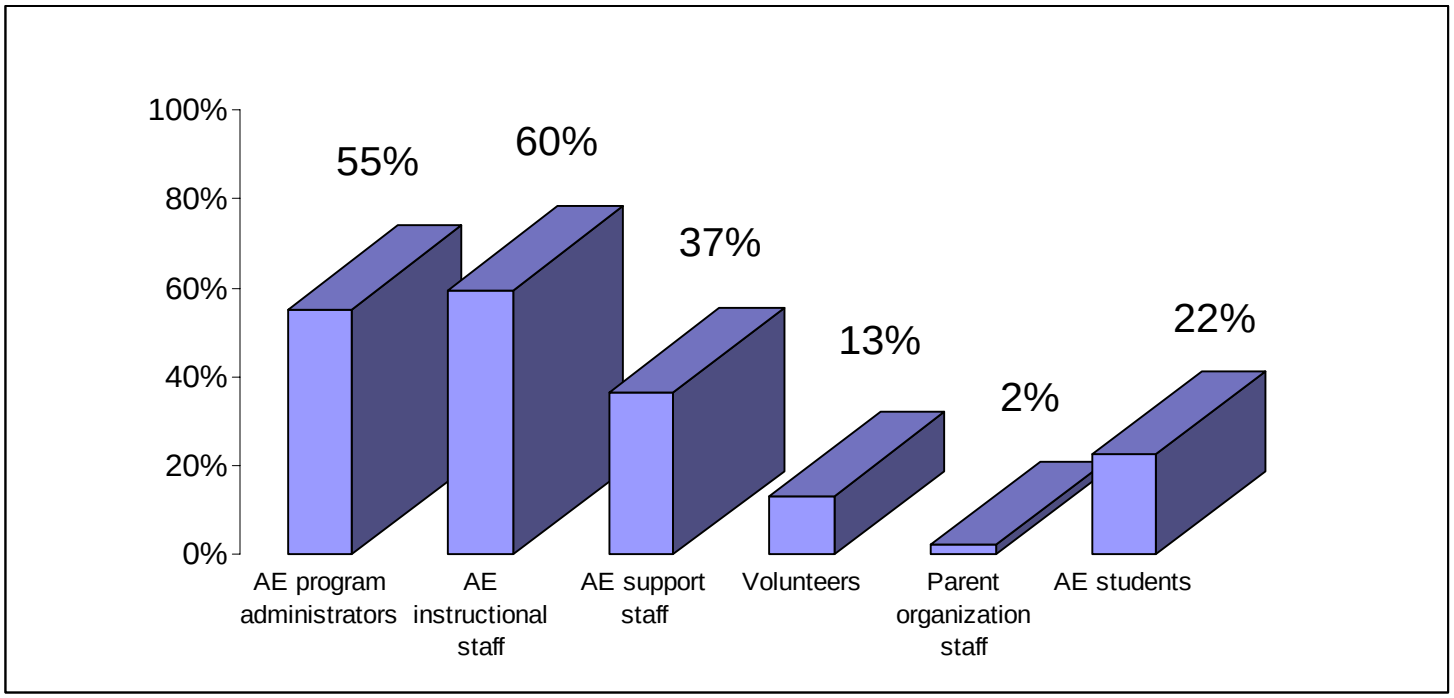
n=108

Q11. Do you participate in program planning in your adult education program?



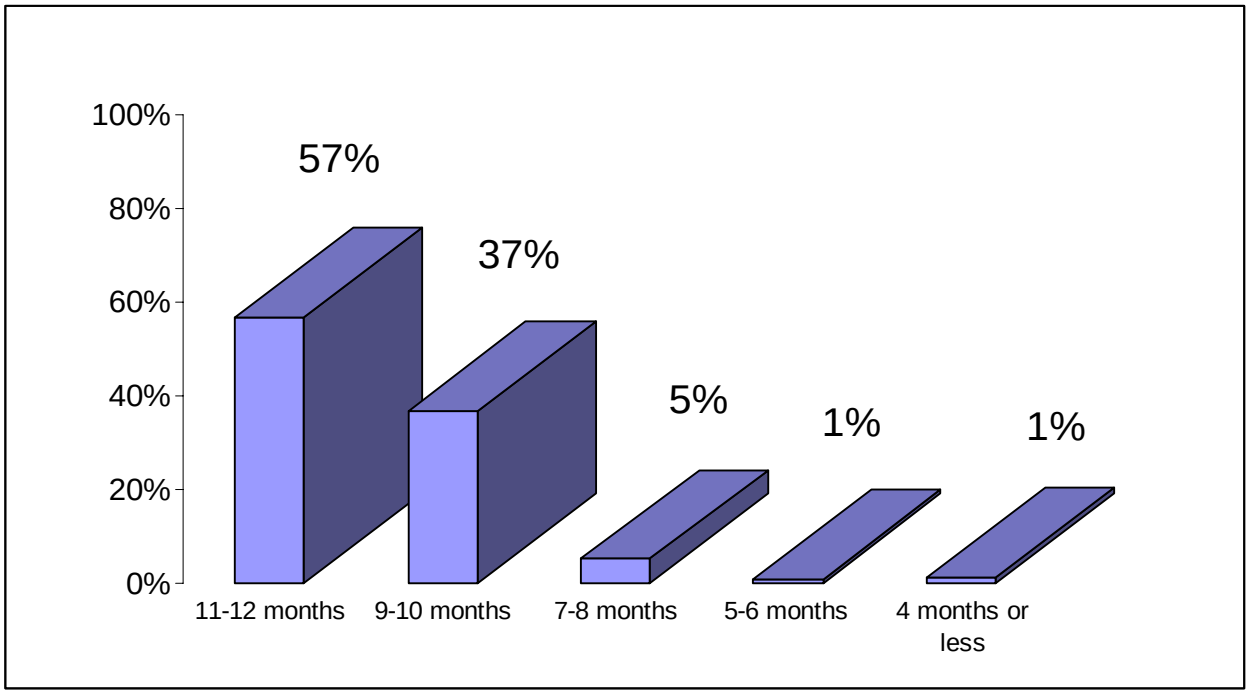
n=183

Q12. What additional adult education program staff participate in program planning? (Check all that apply)



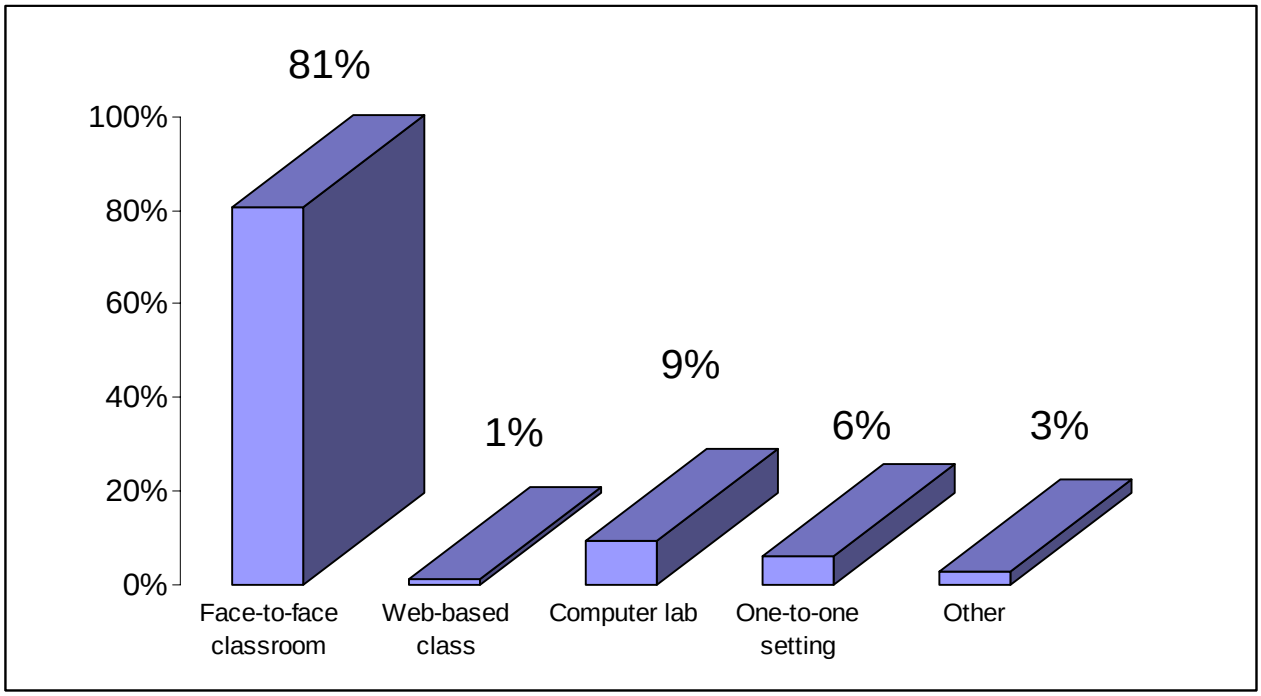
n=183

Q13. How many months out of the calendar year are classes offered to adult education students in your program?



n=183

Q14. Do you primarily teach students in a:

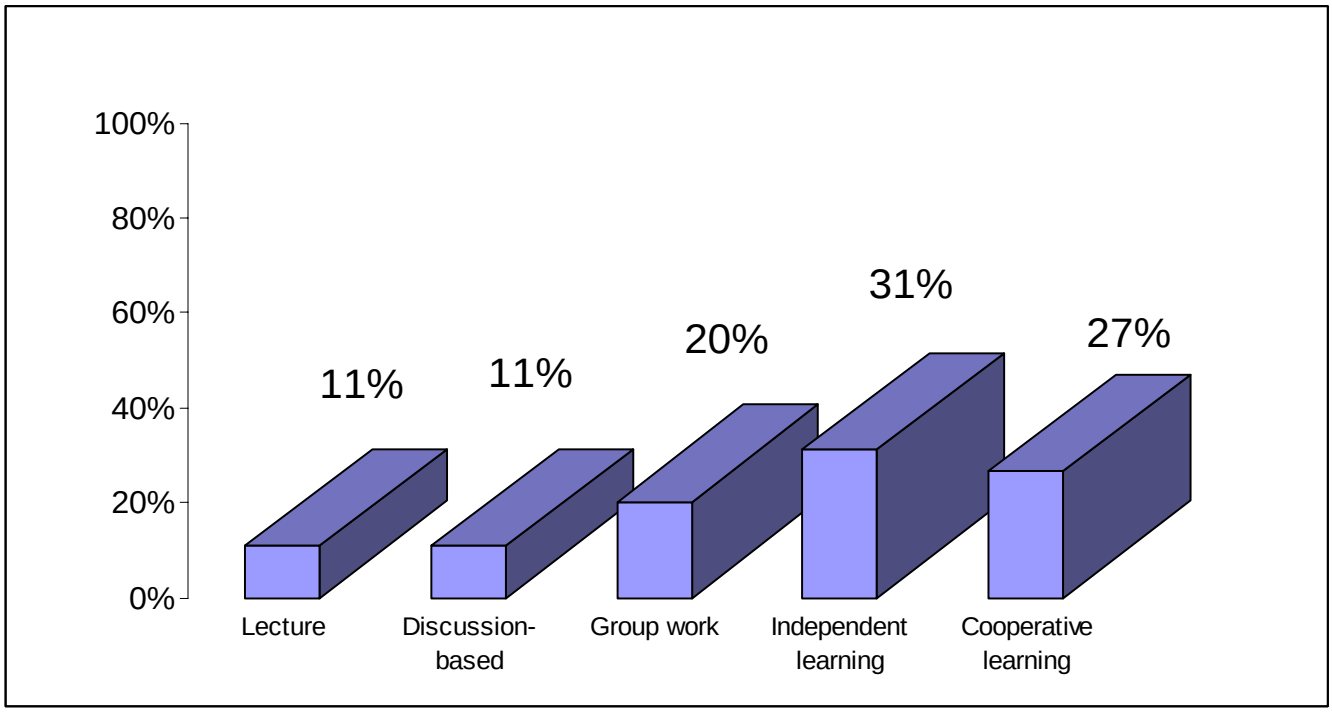


Written responses:

- All of the above
- Lab setting where everyone is working independently while I guide them through their lessons.
- I'm Program Coordinator/Vol Trainer
- Independent study lab with one on one instruction

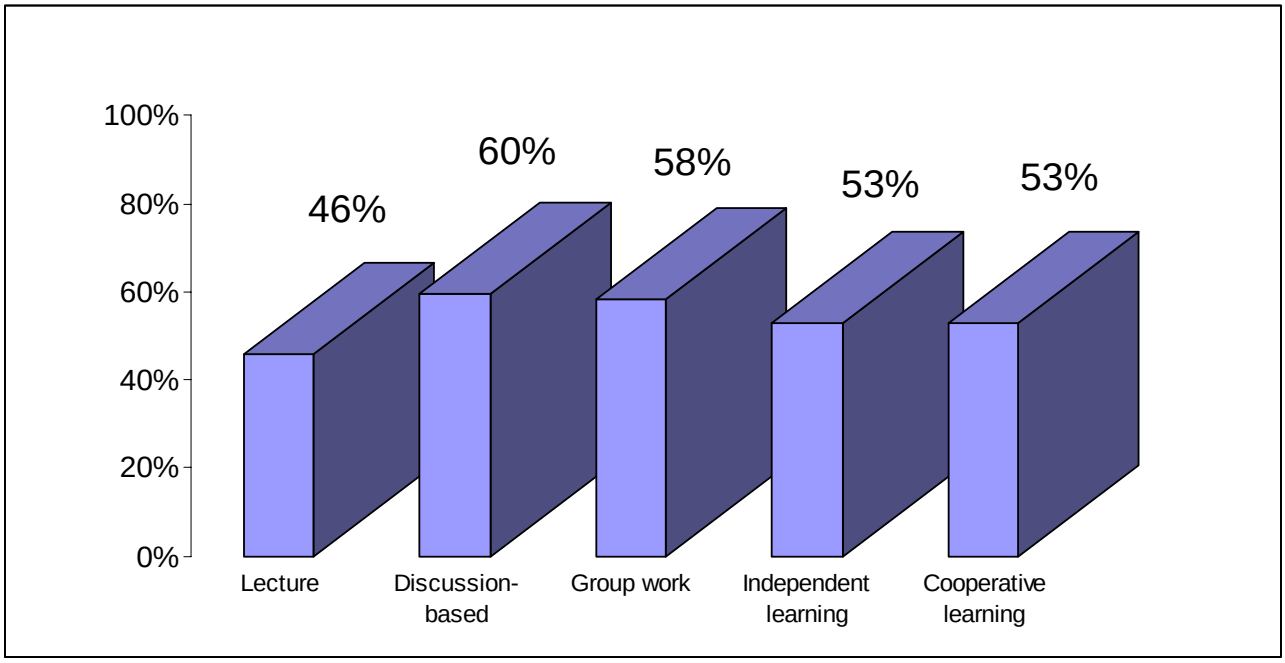
n=183

Q15. Which instructional method do you primarily employ in your teaching? (Select one)



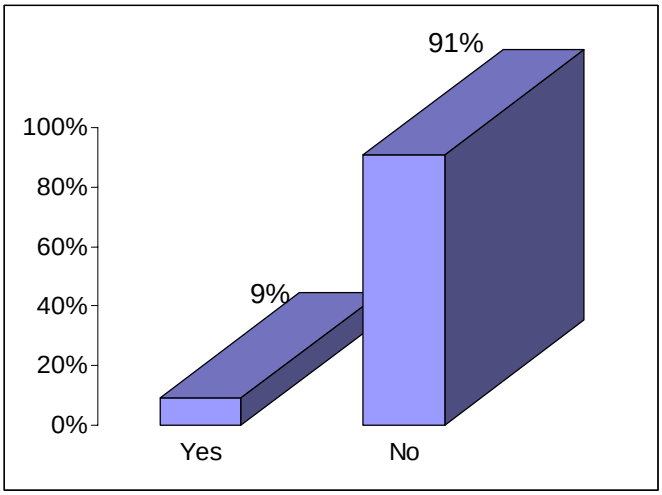
n=183

Q16. Which additional instructional methods do you employ in your teaching? (Check all that apply)



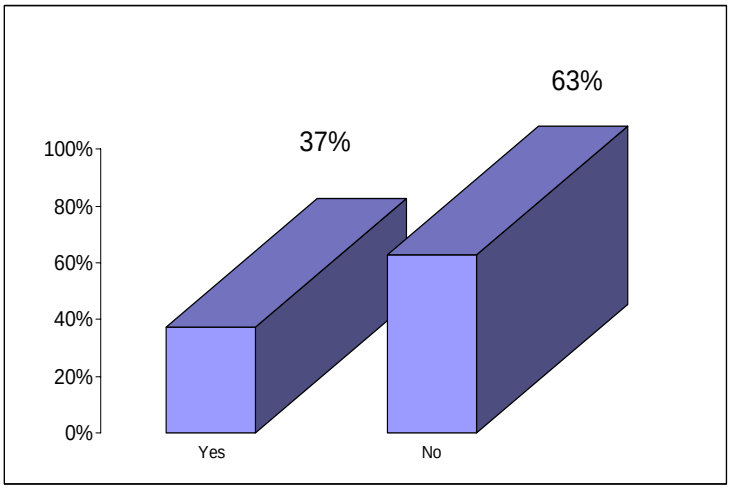
n=183

Q17. Do you currently teach a separate class for students with specific learning differences?



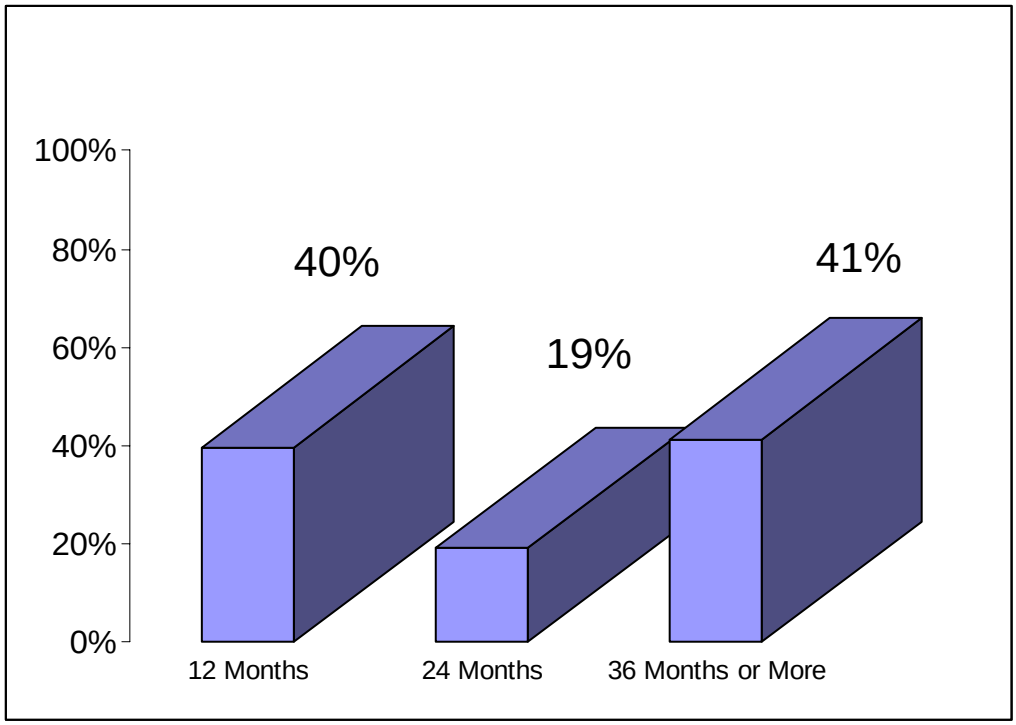
n=183

Q18. Have you completed trainings for providing instructional accommodations for students with specific learning differences?



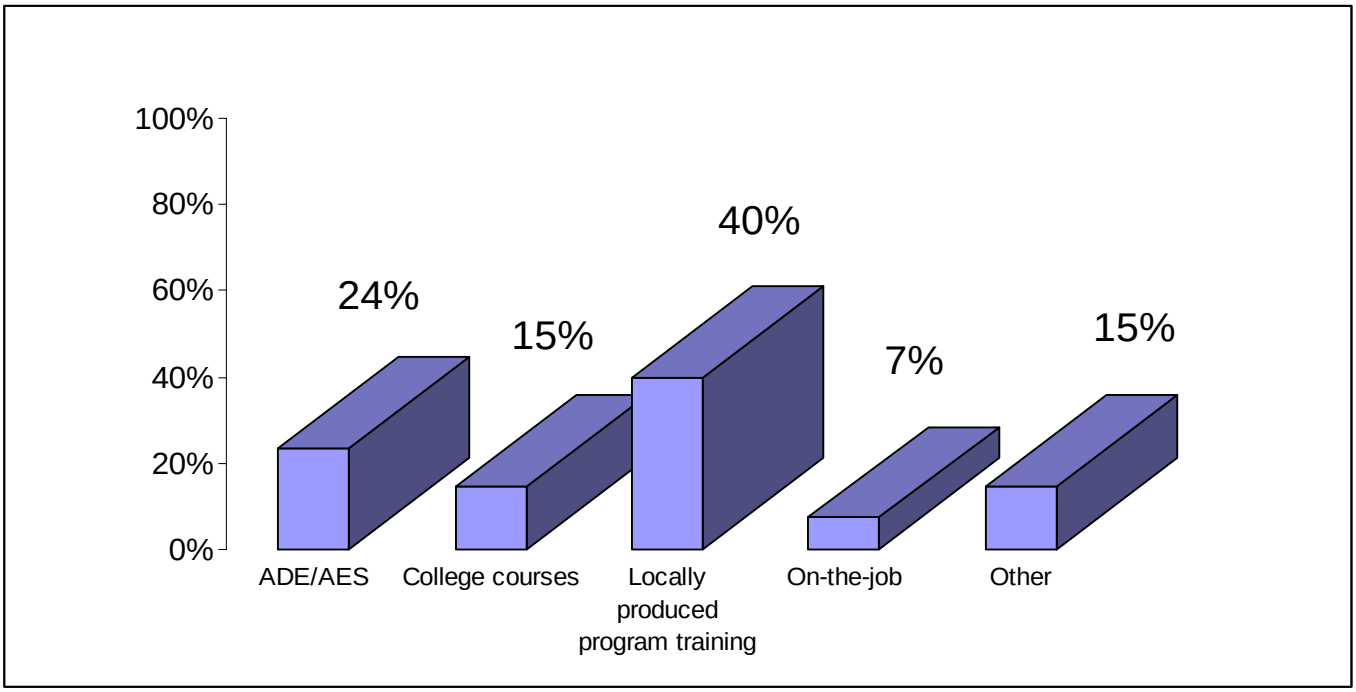
n=183

Q19. Instructional accommodations training was completed within the past:



n=68

Q20. Instructional accommodations training was completed through: (Select one)

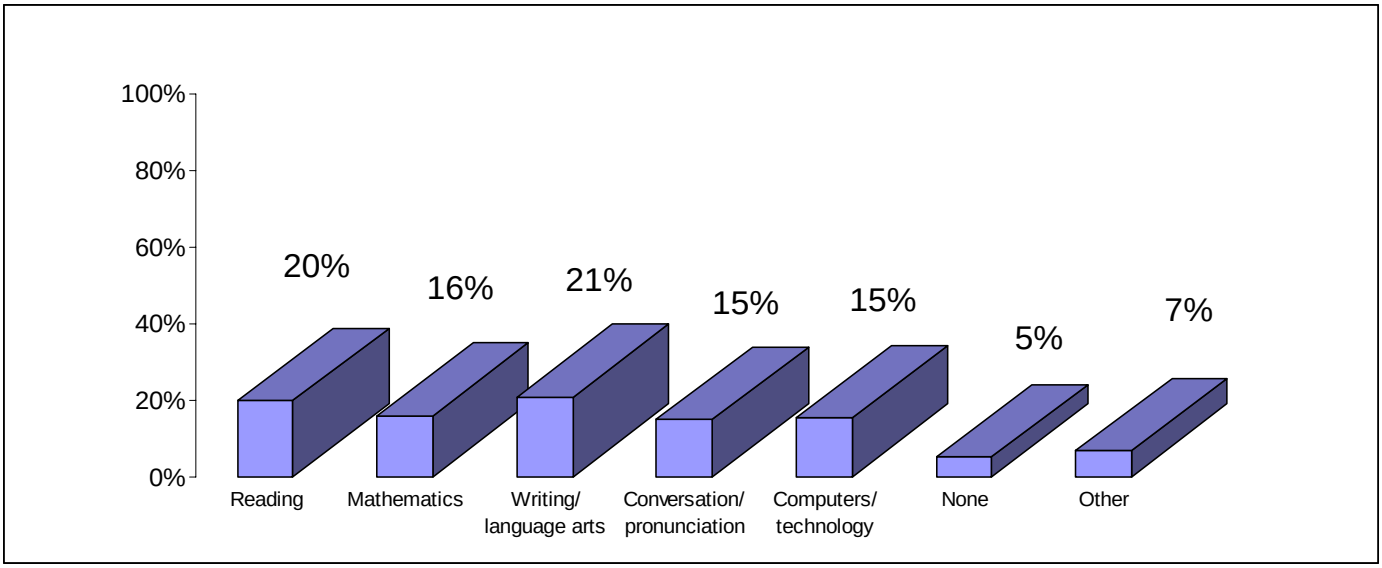


Written responses:

- Myself certified sped. teacher
- AALL conferences
- Select
- Regional conference workshops
- AE administrator & staff/teachers
- Conference workshops
- Community College Training for Adjunct Instructors
- Conferences specific to subject
- Previous employment
- Special education dept of local high school

n=68

Q21. What specialized classes do you currently teach for adult learners in your adult education program? (Check all that apply)

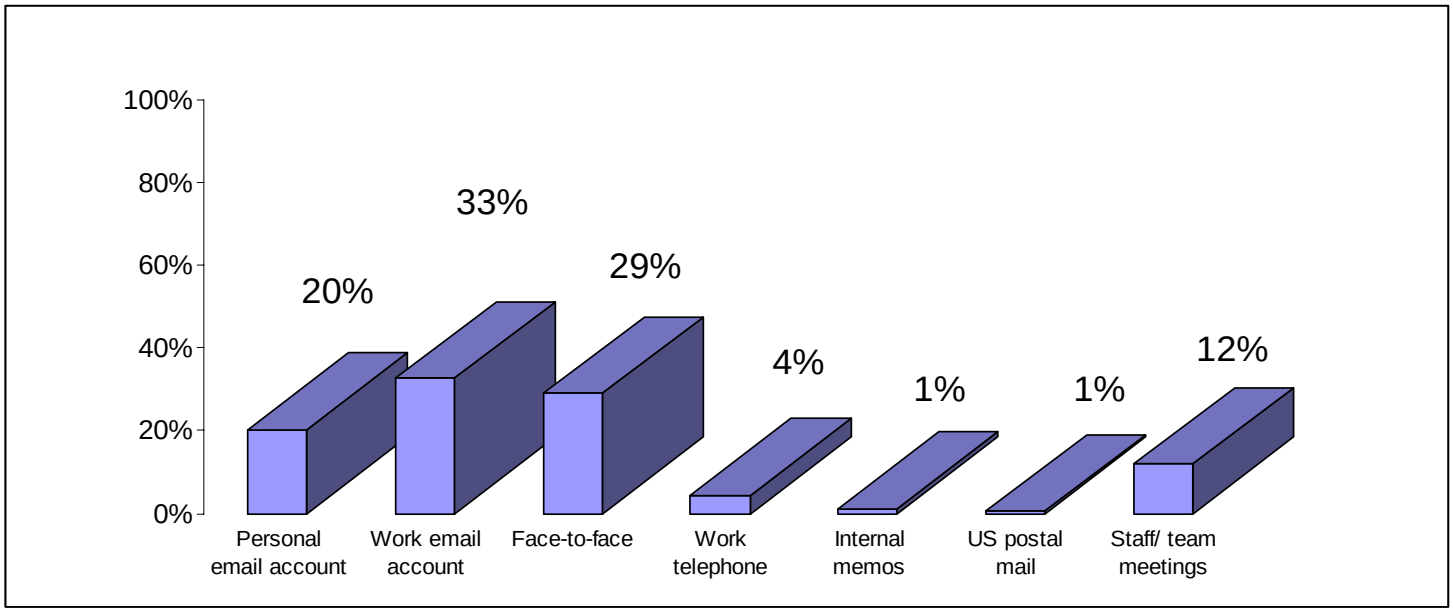


Written responses:

- Science, Health
- All GED curricula
- Science, Social Studies
- EDU222-Section 852 online
- Art; dance
- Geography
- Money management: Show Me The Money!
- ELA
- Parenting, leadership, vocational
- Social Studies/ Science
- English
- Parenting discussions

n=183

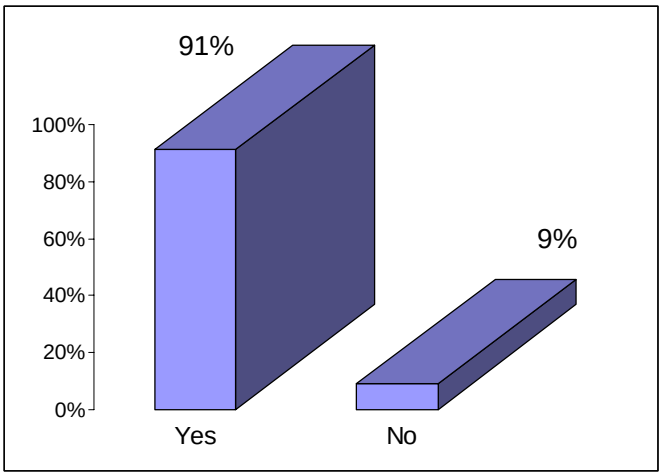
Q22. Administrators from your adult education program primarily communicate with you via: (Select one)



n=183

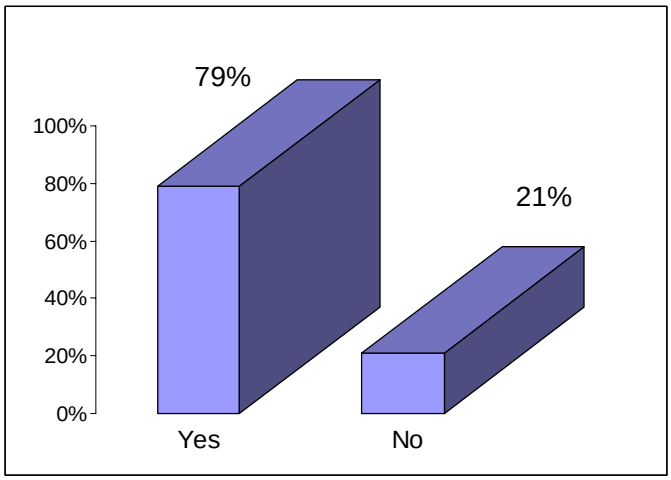
Q23. Does your adult education program for which you work have written policies for:

Student registration



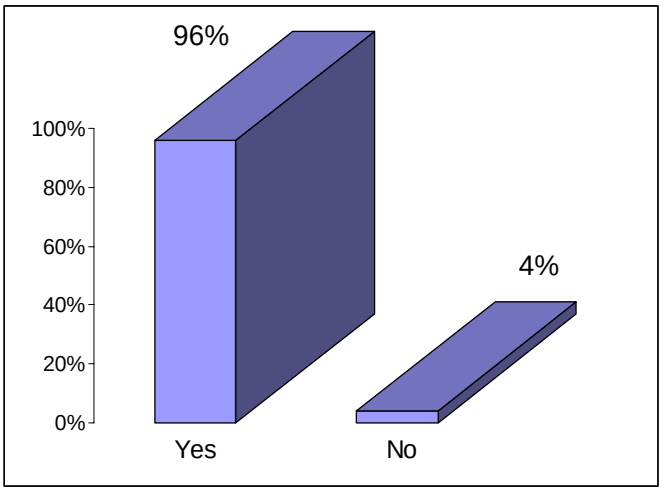
n=183

Student orientation



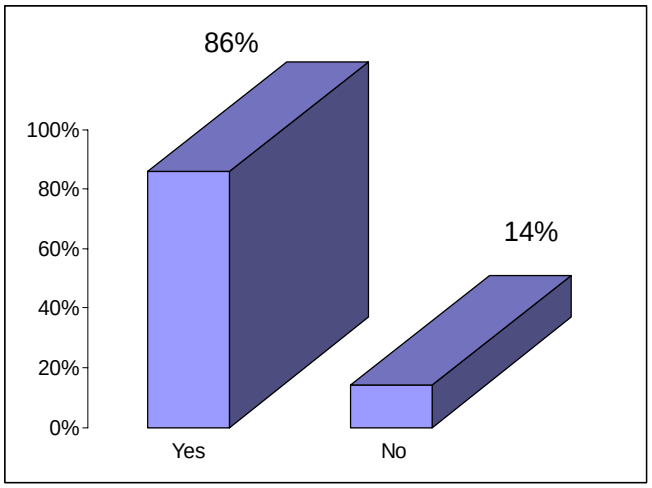
n=183

Administering the TABE



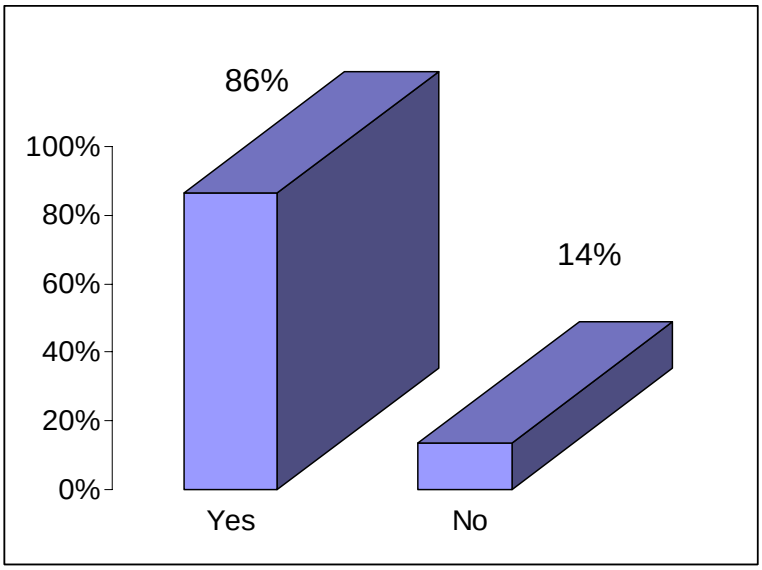
n=183

Administering the BEST



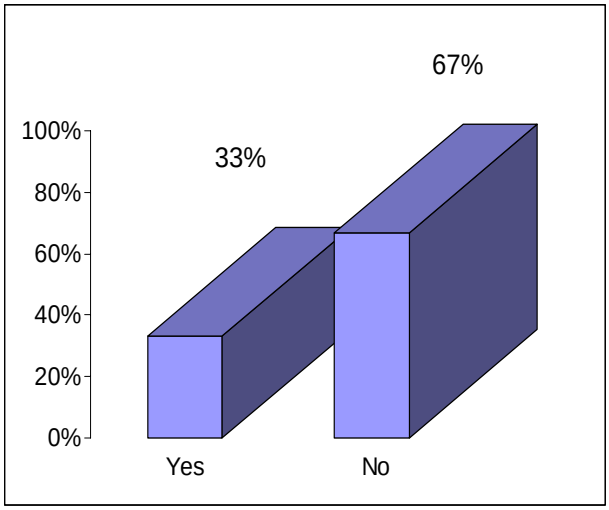
n=183

Student Progress Testing



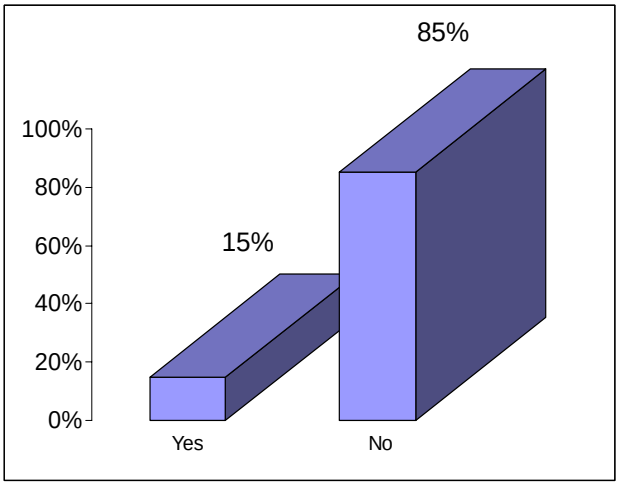
n=183

Q24. Do you have access to AEDATCOL?



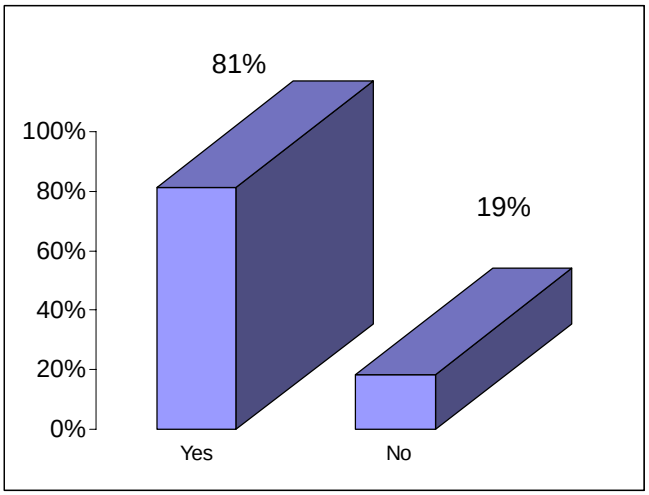
n=183

Q25. Do you enter data into AEDATCOL?



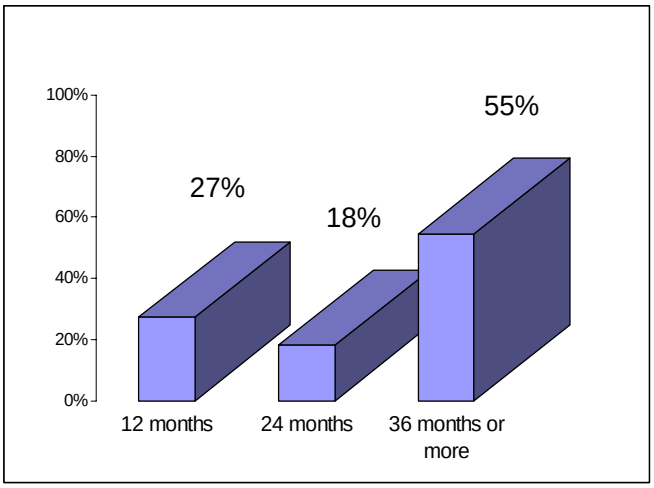
n=183

Q26. Have you completed training for entering data into AEDATCOL?



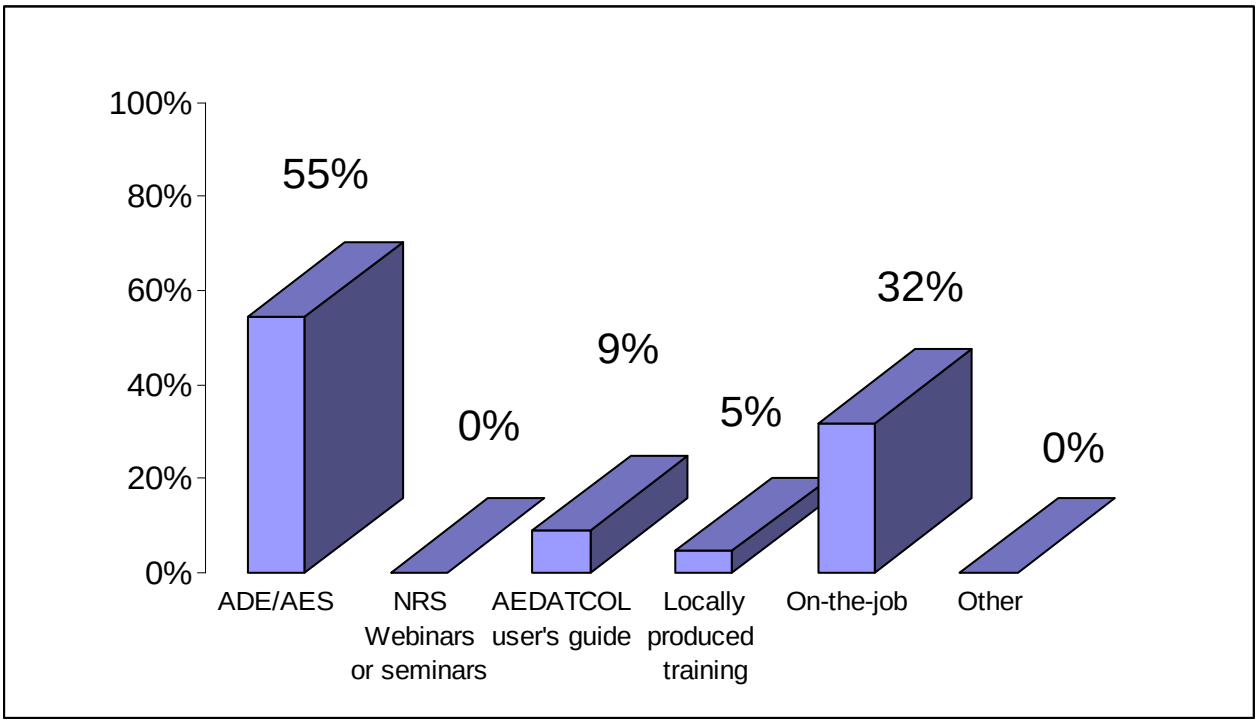
n=27

Q27. Training for entering data into AEDATCOL was completed within the past:



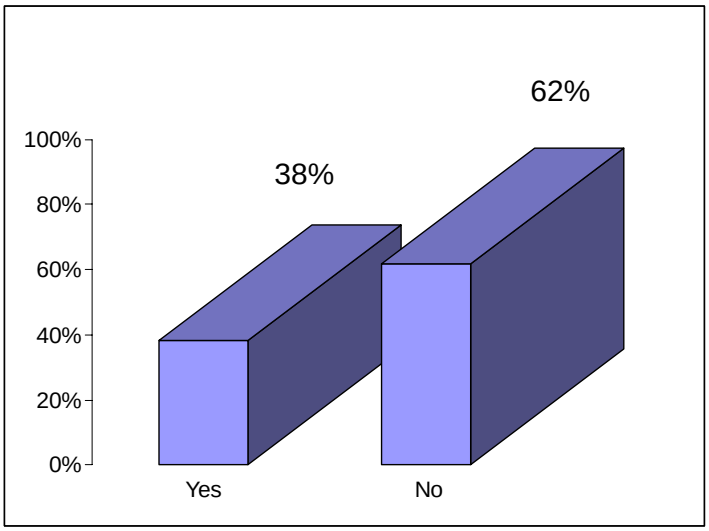
n=22

Q28. Training for entering data into AEDATCOL was completed through: (Select one)



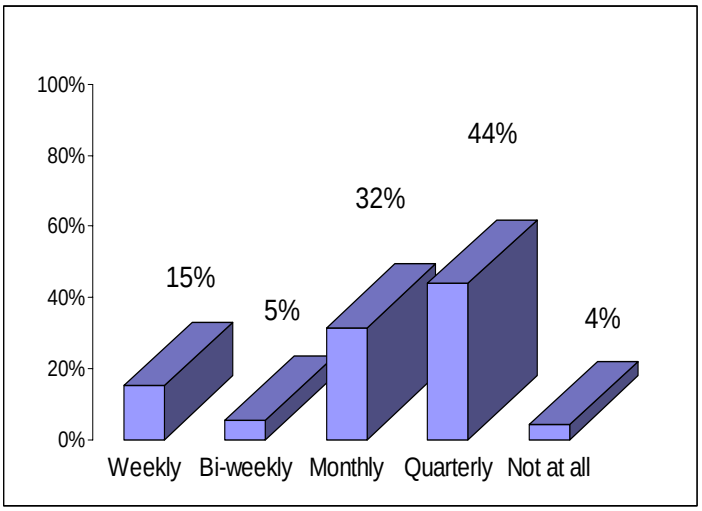
n=22

Q29. Do you review AEDACTOL data?



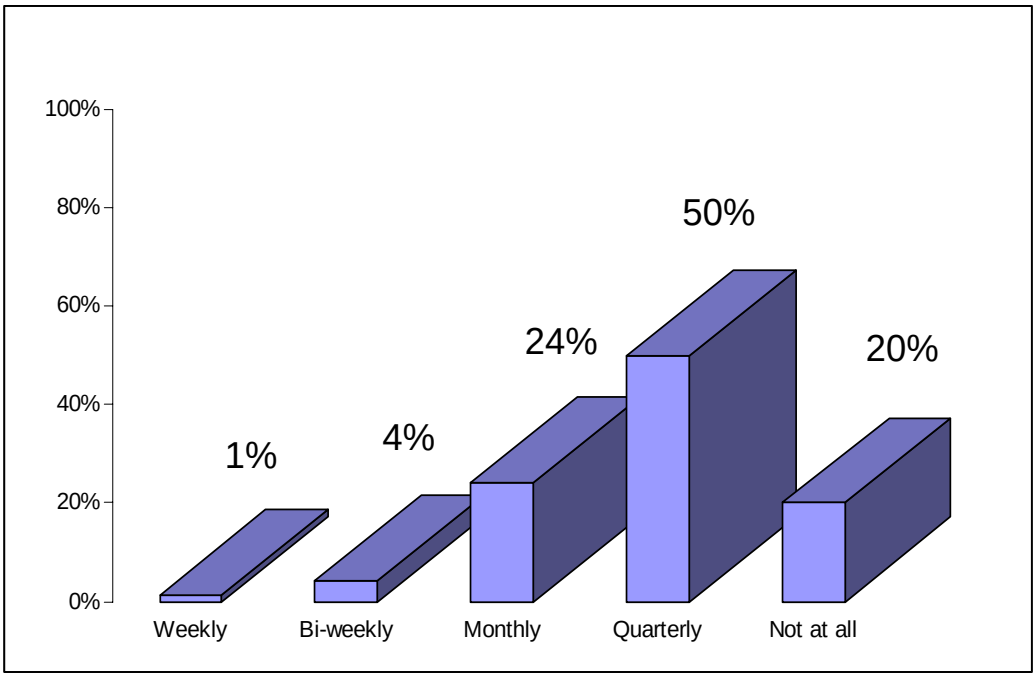
n=183

Q30. How often do you individually review AEDATCOL data? (Select one)



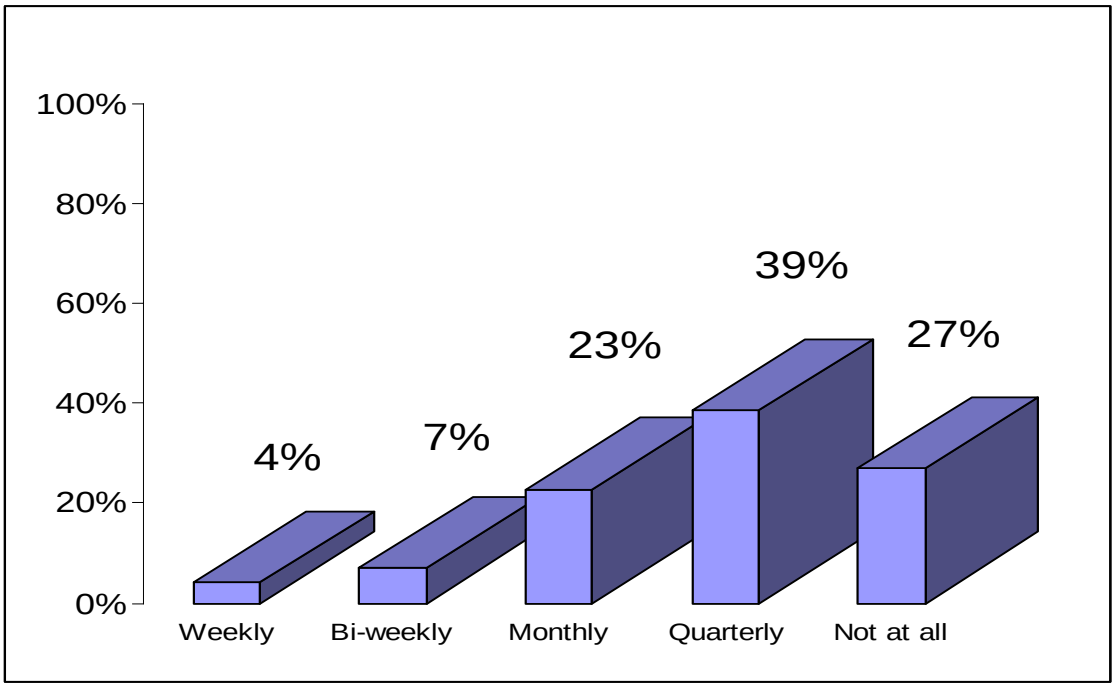
n=73

Q31. How often do you review AEDATCOL data with your adult education program administrators? (Select one)



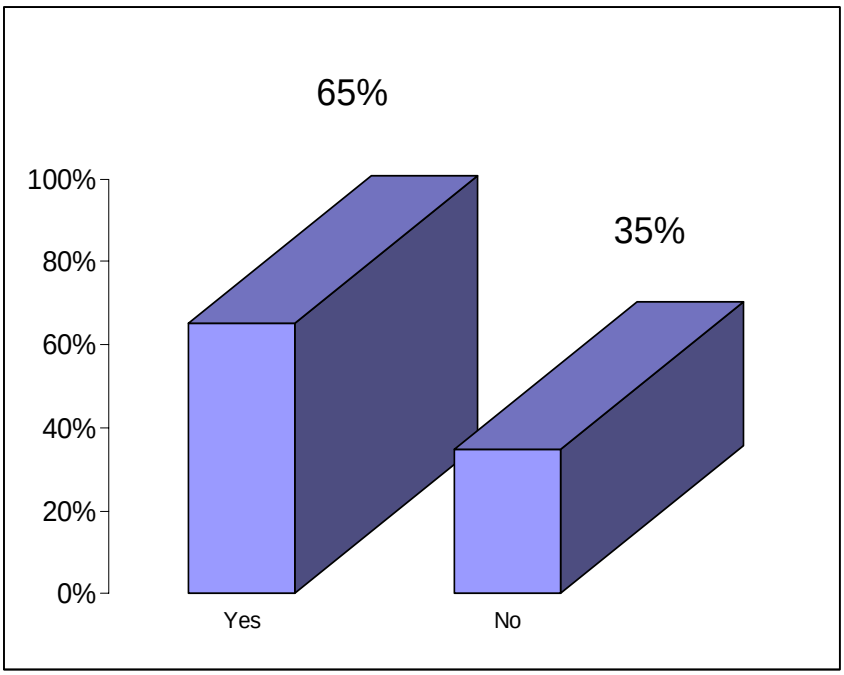
n=70

Q32. How often do you review AEDATCOL data with other instructional staff in your adult education program? (Select one)



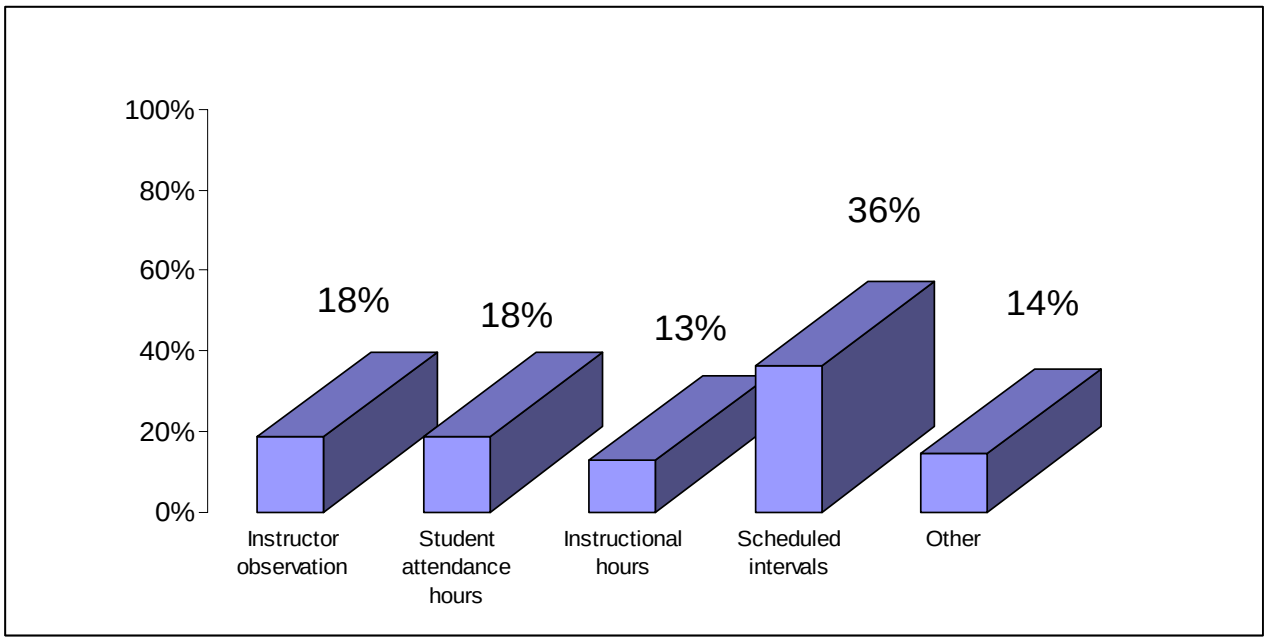
n=70

Q33. Do you administer TABE?



n=183

Q34. How do you determine if TABE progress testing is necessary? (Select one)

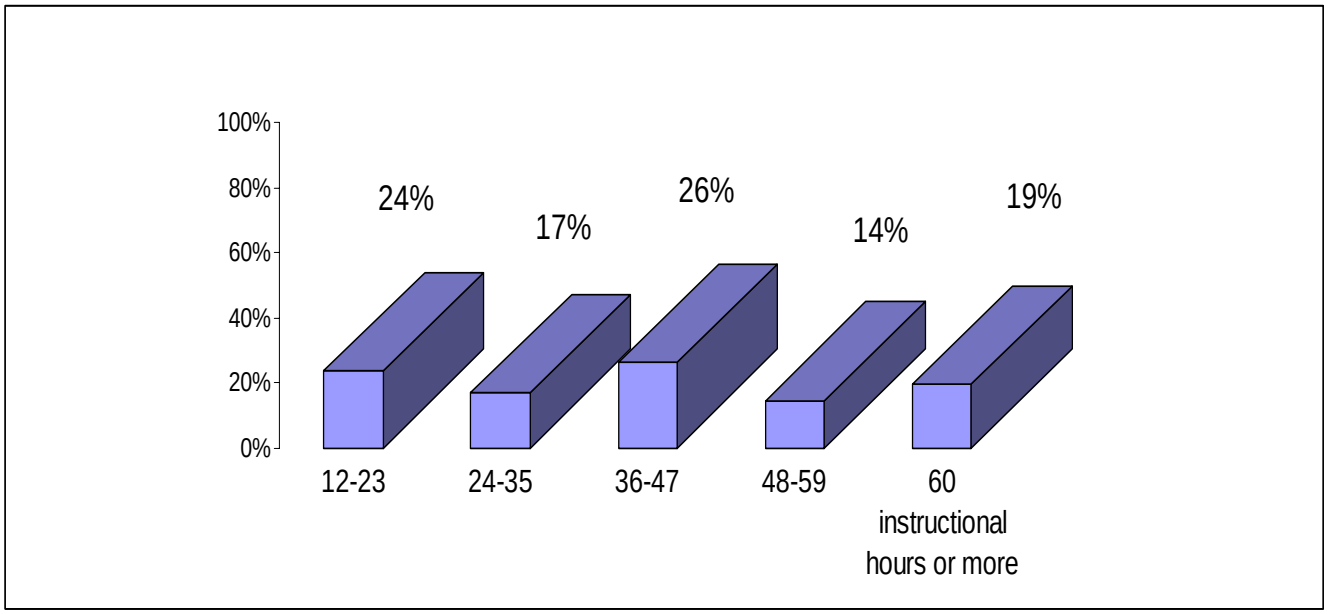


Written responses:

- Required of all enrollees
- BEST scores
- Student progress
- BEST test results
- Immediate supervisor tests upon completion of course
- All ABE/ASE students get a TABE
- BEST scores
- Not part of process
- Scheduled intervals may be shortened due to student hours, or instructor observation/student need.
- Student assessment
- Locator Test First
- Funding source
- BEST results
- Pre, middle, and post testing
- During registrations & end of terms
- Combination of above
- A combination of all of these

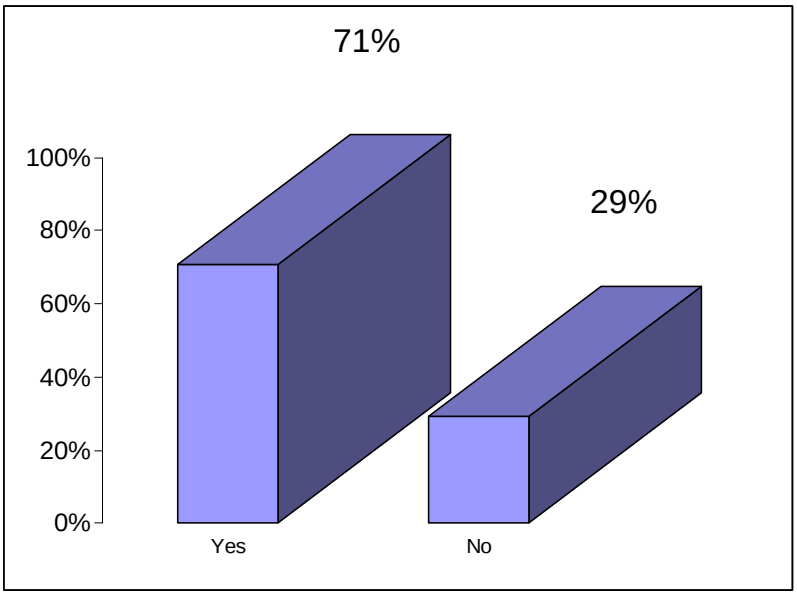
n=119

Q35. On average, how many instructional hours occur before a student is progress tested? (Select one)



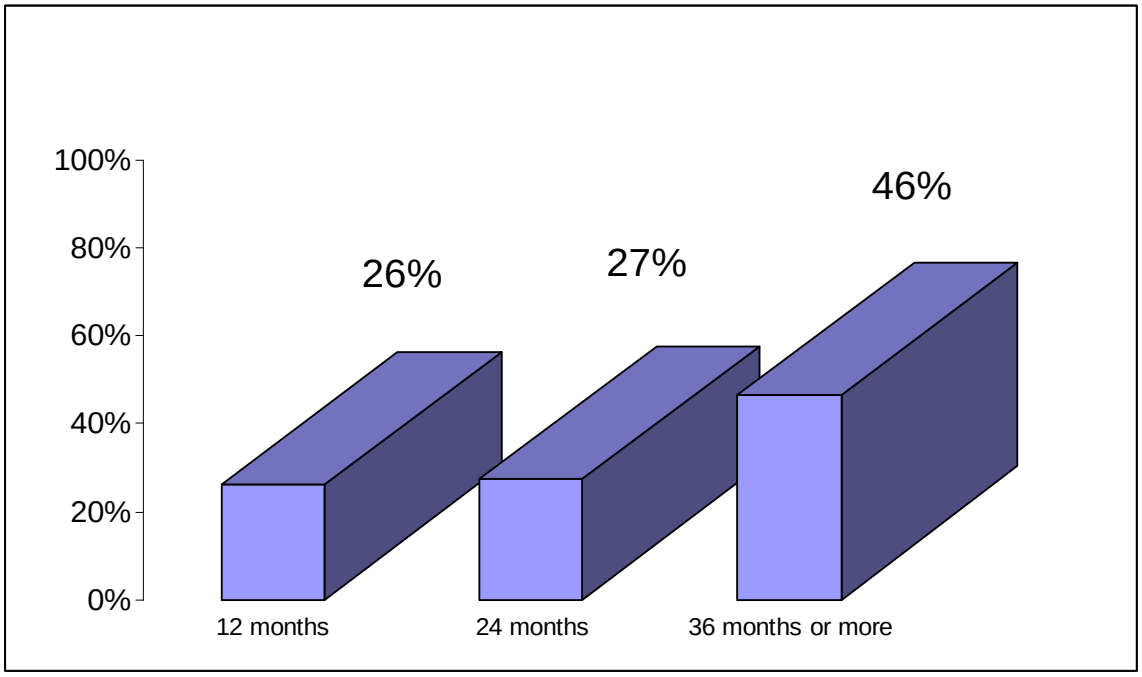
n=119

Q36. Have you completed training for administering the TABE?



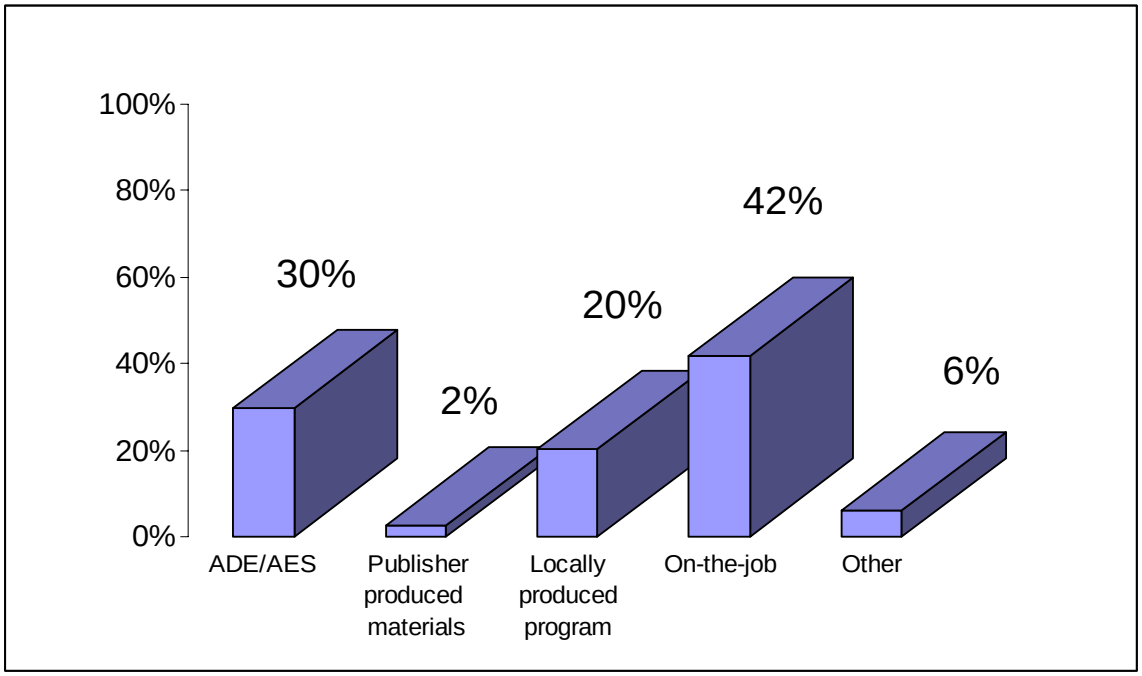
n=119

Q37. Training for administering the TABE was completed within the past: (Select one)



n=84

Q38. Training for administering the TABE was completed through: (Select one)

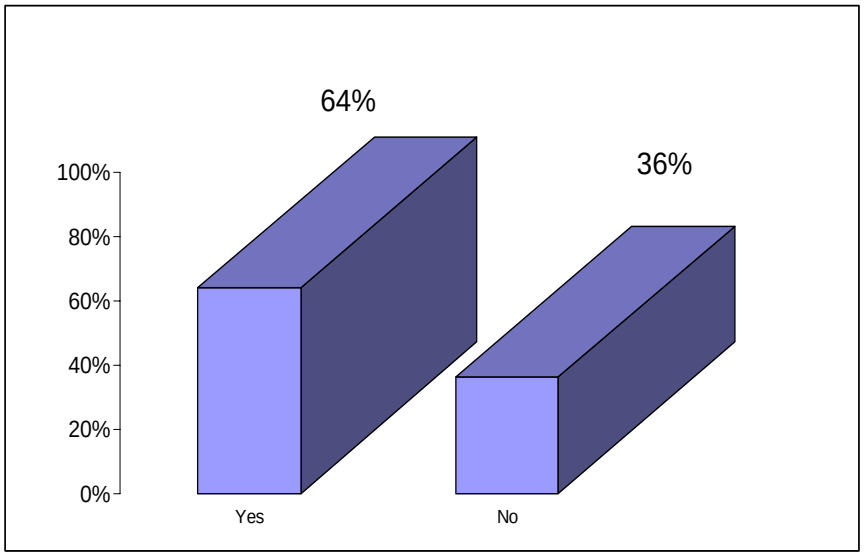


Written responses:

- Conference workshop
- All-staff training by staff/teacher
- Staff development workshops
- Northland Pioneer College
- My supervisor

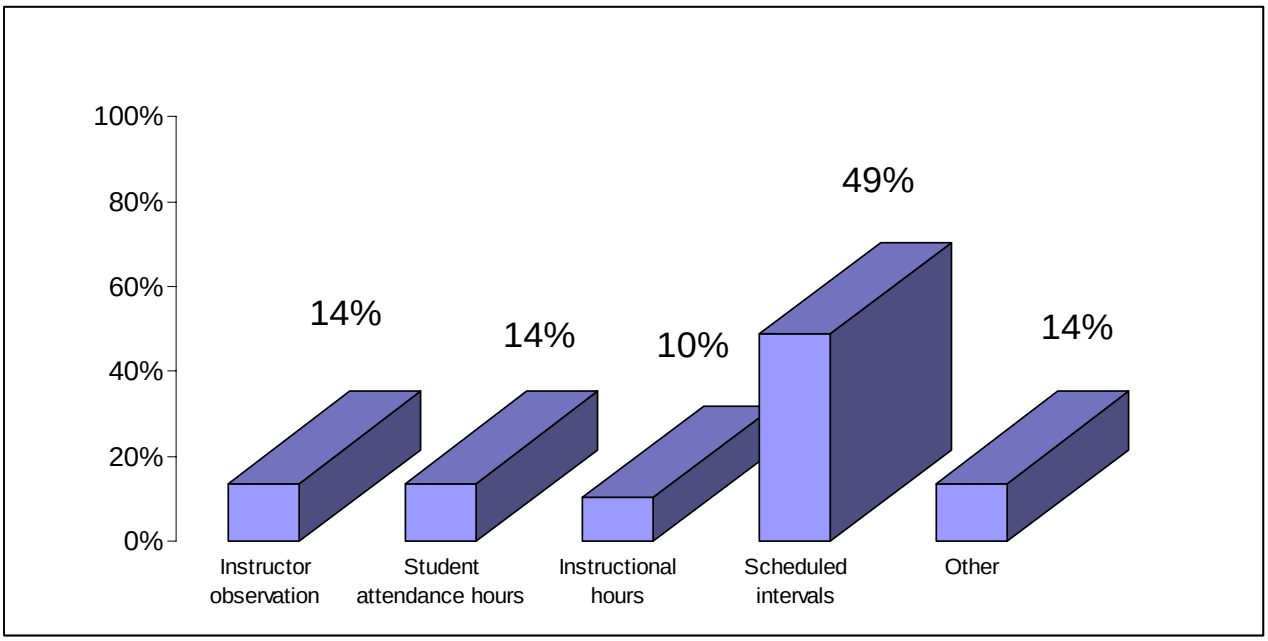
n=84

Q39. Do you administer the BEST?



n=183

Q40. How do you determine if BEST progress testing is necessary? (Select one)

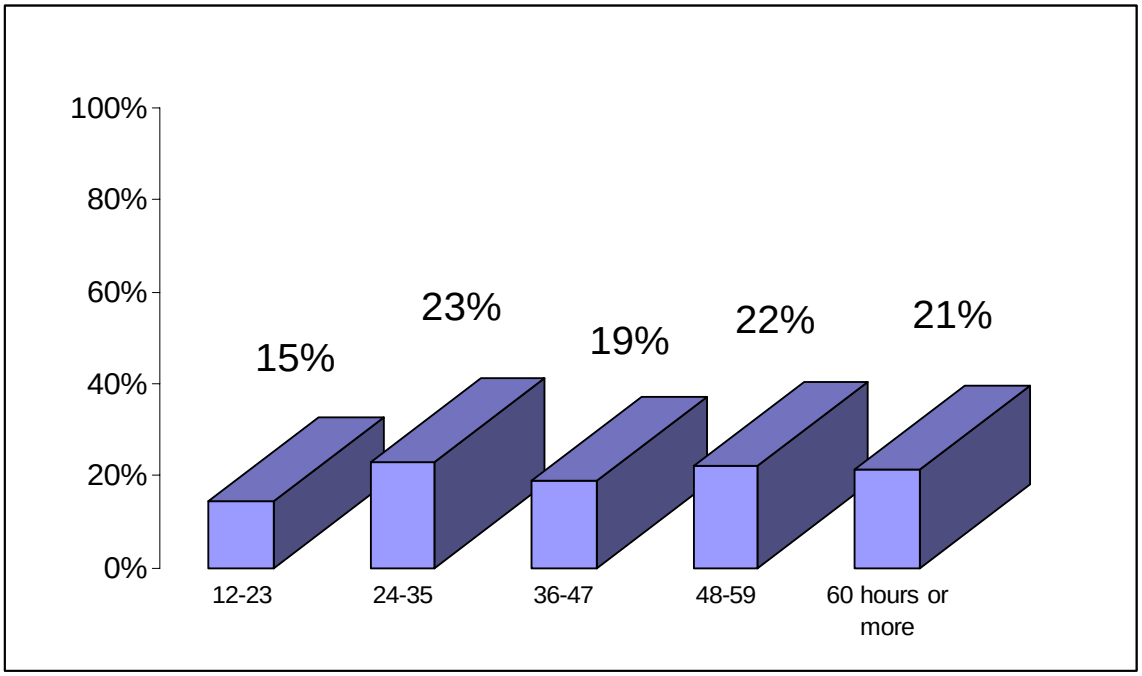


Written responses:

- Student progress & periodic checks
- We BEST test all participants
- Support staff lets me know
- Only help with initial testing, never with progress testing
- All ESOL students get a BEST test
- I don't make that determination
- Instructor lets me know
- All of these apply at times
- not part of process
- Interview
- Requested by administration
- Interview
- Program schedules progress tests
- its mandated
- Pre, middle and post testing
- All students are tested

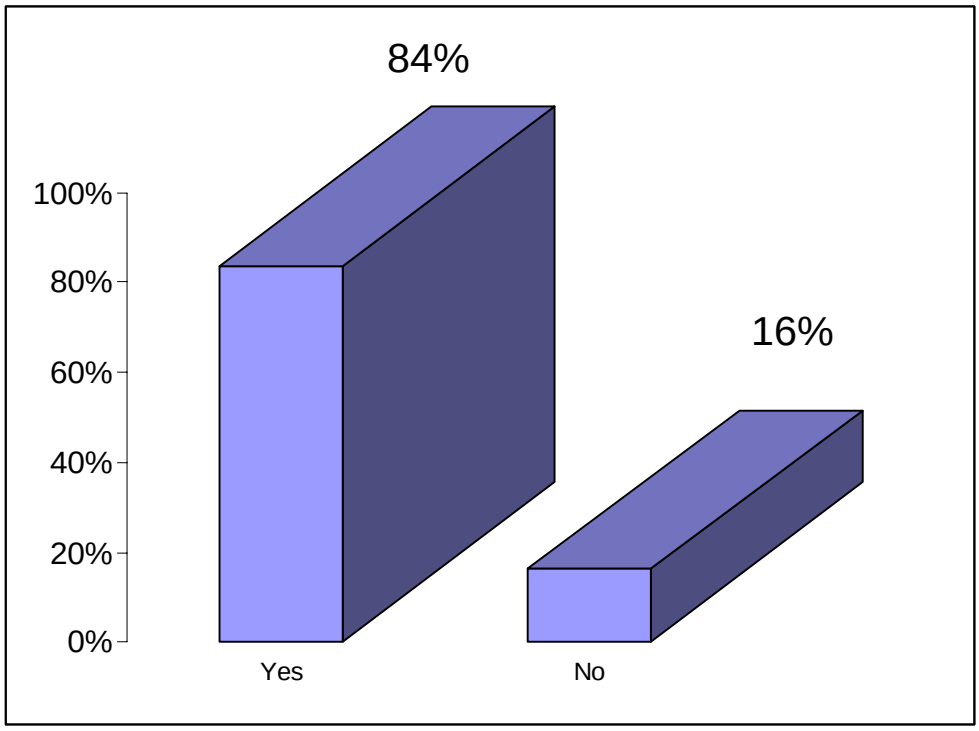
n=117

Q41. On average, how many instructional hours occur before a student is progress tested? (Select one)



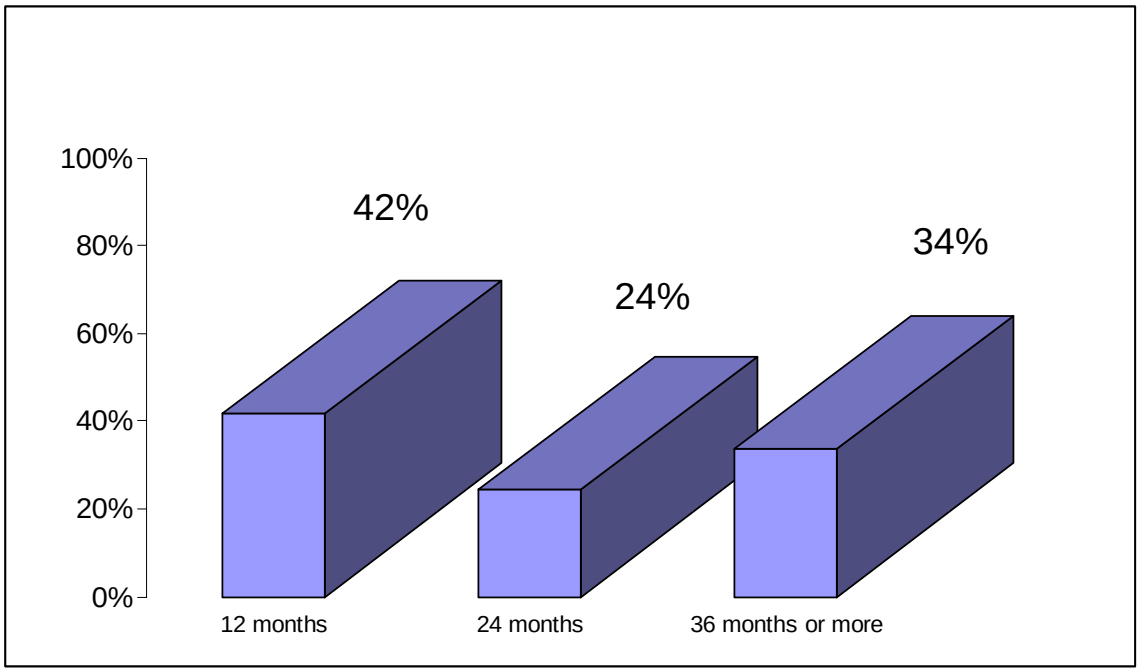
n=117

Q42. Have you completed training for administering the BEST?



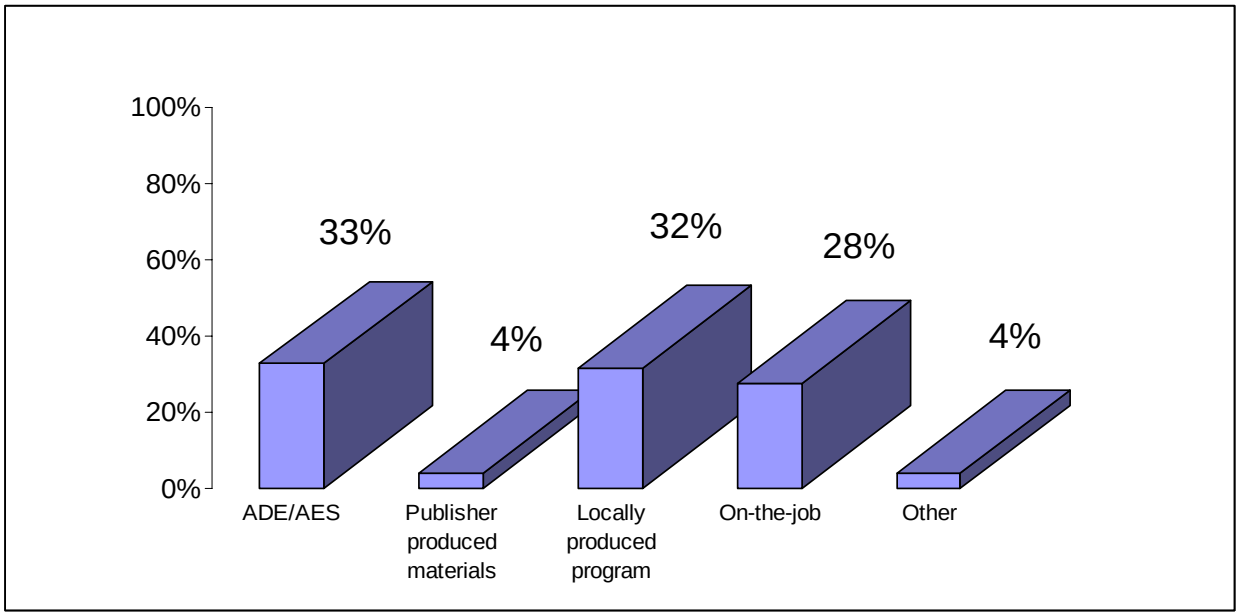
n=117

Q43. Training for administering the BEST was completed within the past: (Select one)



n=98

Q44. Training for administering the BEST was completed through: (Select one)

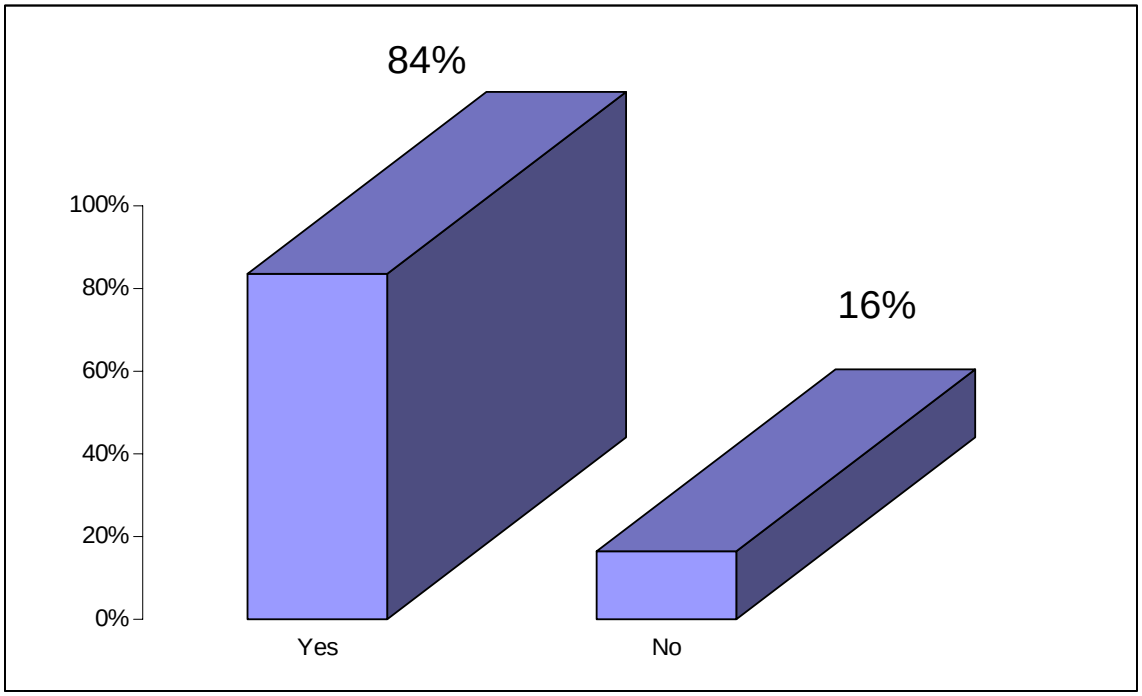


Written responses:

- Conference workshop
- All-staff training by staff/teacher
- Staff development workshops
- Northland Pioneer College
- My supervisor

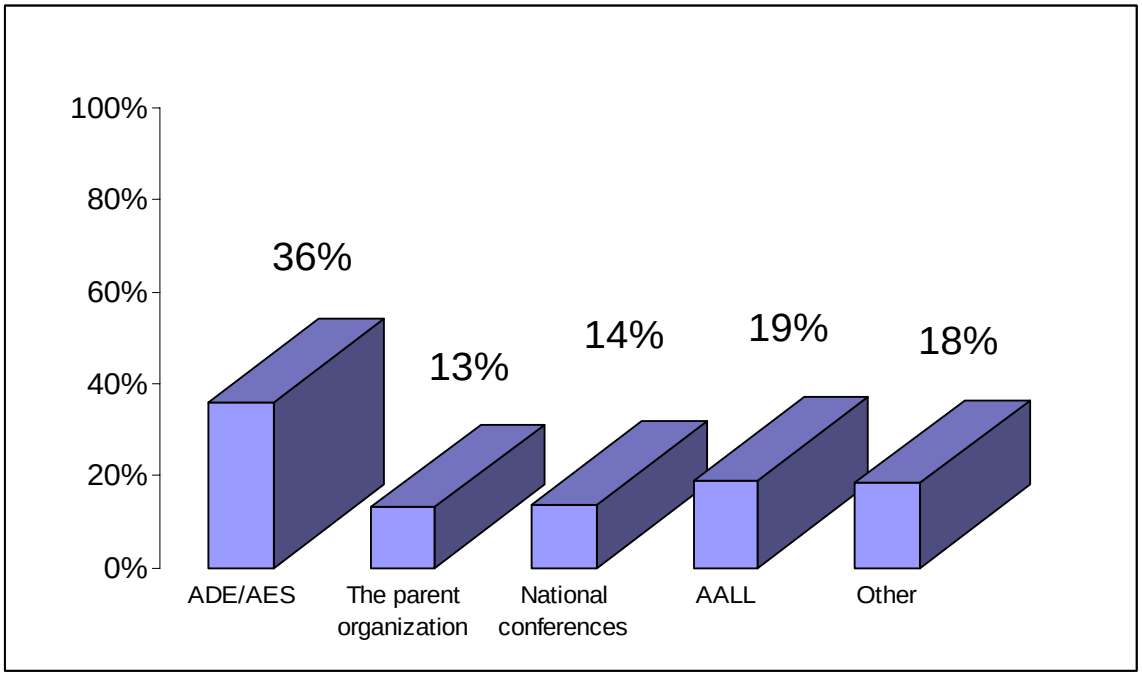
n=98

Q45. Do you participate in professional development activities outside of your adult education program?



n=183

Q46. Professional development activities I attend are primarily provided through: (Select one)



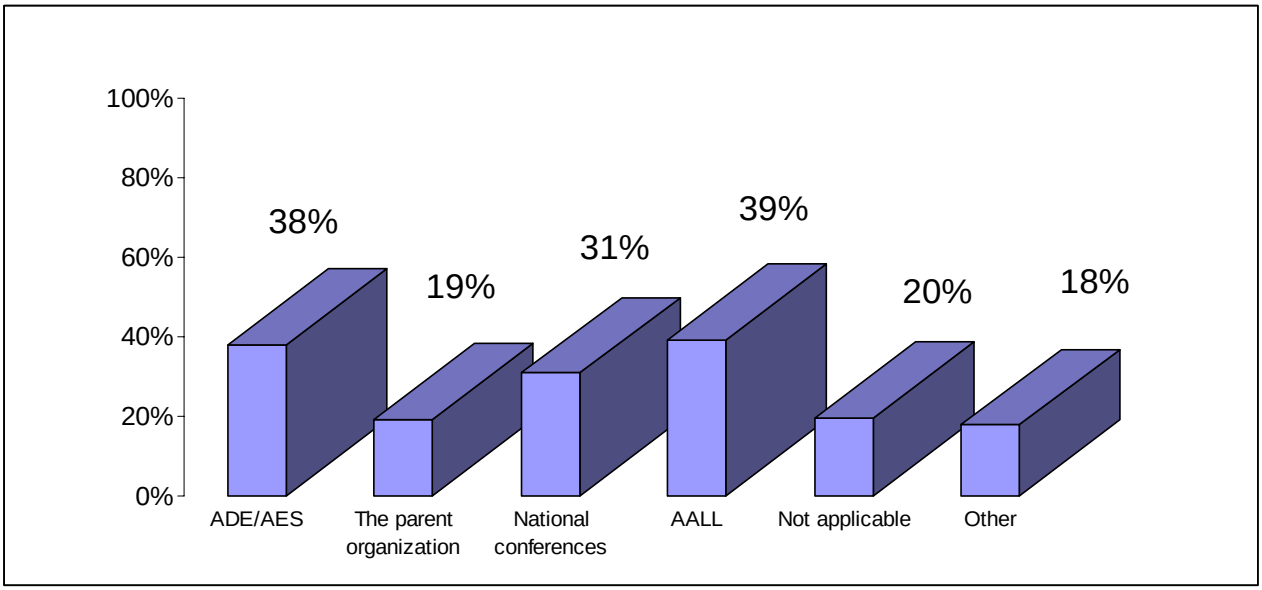
Written responses:

- District Activities
- ACE
- Various
- Probation department
- Graduate college courses.
- Take on-line classes
- CORE
- Local collage
- Depends on what's offered and what I need; I can't choose just one
- CAELA
- Community College
- Pima college adult education
- District
- Select
- District Staff Development
- Online courses
- Arizona Correctional Educators Association.
- NAU
- Local ed. agency
- District training
- Yavapai Community College Training for Adjunct Instructors

- NPC
- PCAE
- Community college office of PD
- District
- Classes through the college I work at
- College
- University degree program

n=153

Q47. Additional providers of professional development activities I attend are: (Check all that apply):



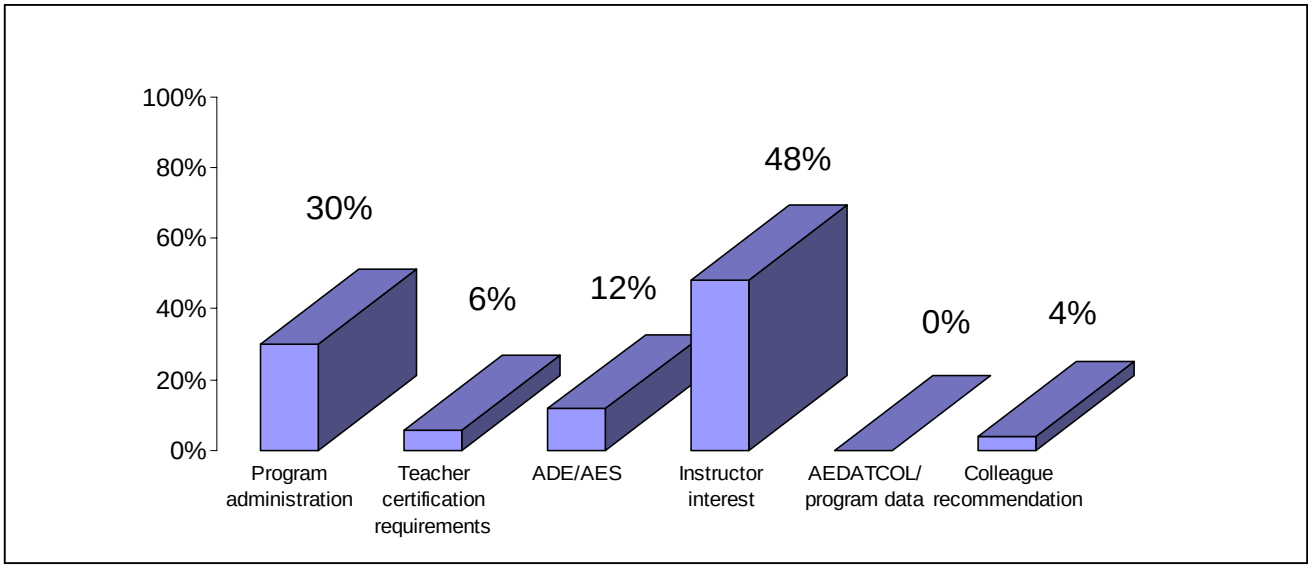
Written responses:

- University graduate studies
- In house and local
- Online courses as available
- ASA
- In-house local trainings
- Community based
- MPAEA, ISW program, NADE, Arizona Developmental Education, Delta Kappa Gamma,
- College in-services, workshops
- College
- Walden University
- In-house, grass roots
- MPAEA
- Various conferences
- Maricopa Literacy Volunteers
- Graham County/Safford school District

- Online
- Not sure
- When Director requests we can do on line Tech training, etc
- Family Literacy and Early Childhood trainings
- Conferences for Public Educators
- Staff development
- In-house development
- County
- Internal workshops and mentorship's
- Local school district
- NPC
- AZ Republic; AZ Adolescent Health Coalition

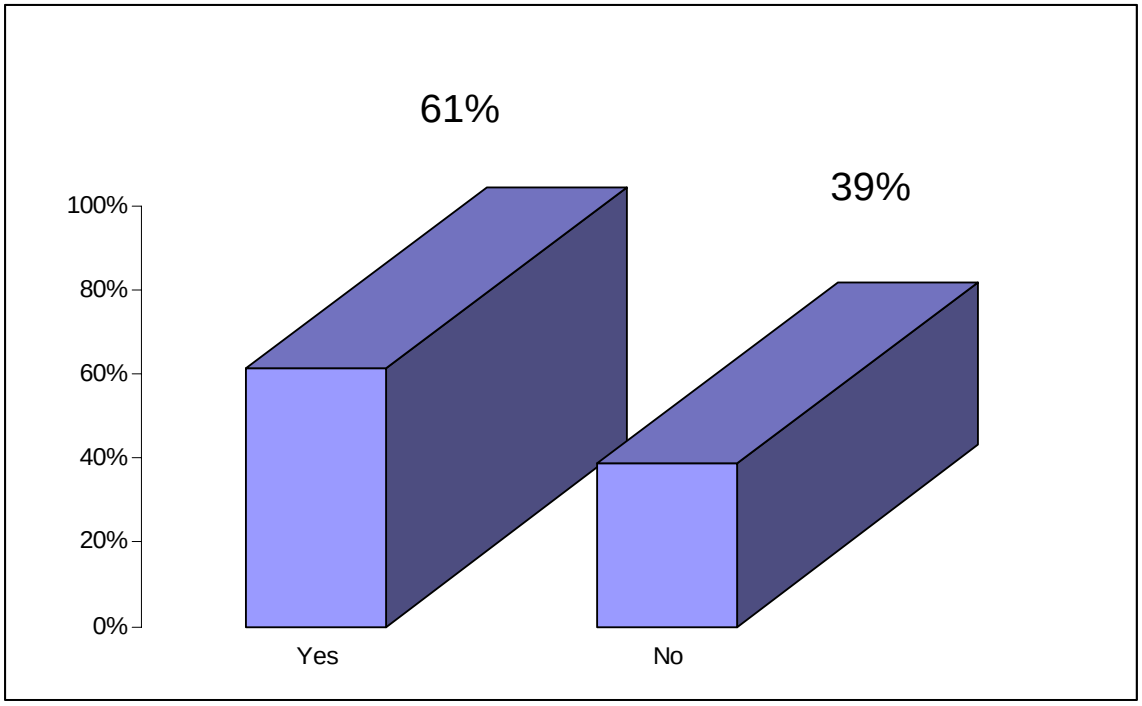
n=153

Q48. Professional development activities I attend are determined primarily by: (Select one)



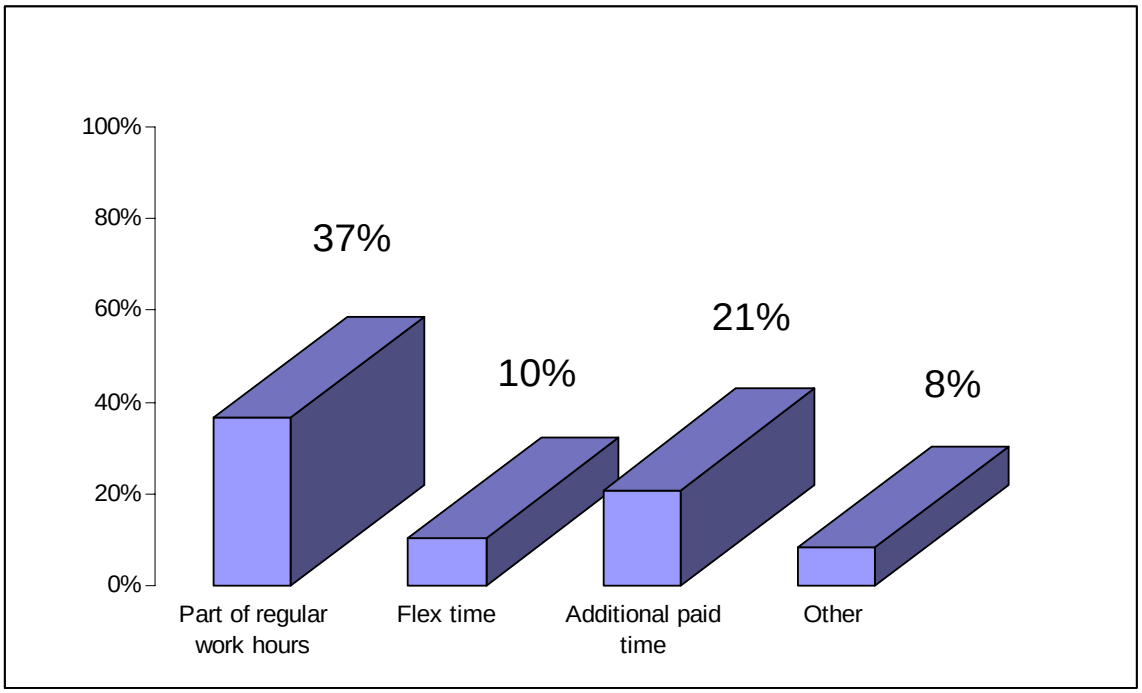
n=153

Q49. Are you compensated for attending professional development activities?



n=153

Q50. How are you compensated for participating in professional development activities? (Check all that apply)

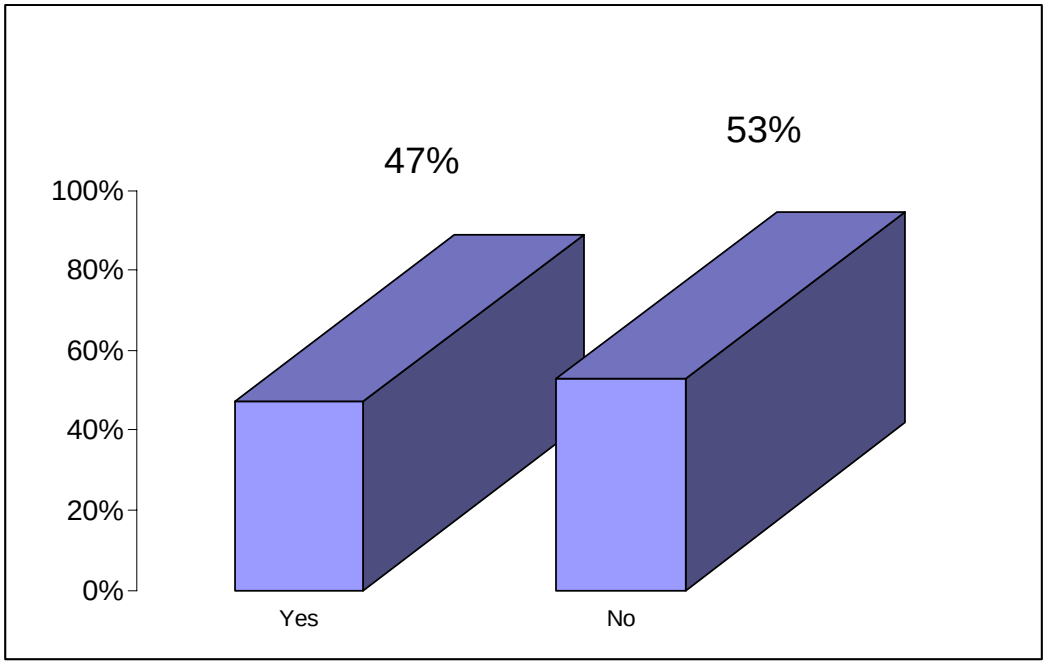


Written responses:

- Reimbursed by ADE or college
- Mileage and expenses
- Reimbursement for travel
- Registration fees and travel expenses paid by program
- Mileage
- Expenses are reimbursed
- It varies. I have to ask about compensation; we are only paid for the hours we would normally teach for a program-wide prof dev day; so, I teach 2 hours a day, so I only get paid for 2 hours of the d
- ADE reimbursement for expenses
- Expenses are normally paid. If it occurs during normal work hours, I am paid as usual. If it occurs outside of normal work hours, there is the possibility of flex time.
- Funding for professional develop
- Travel expenses are paid
- Not sure
- I find substitute teachers, then I can go. Usually travel and hotel is paid for.

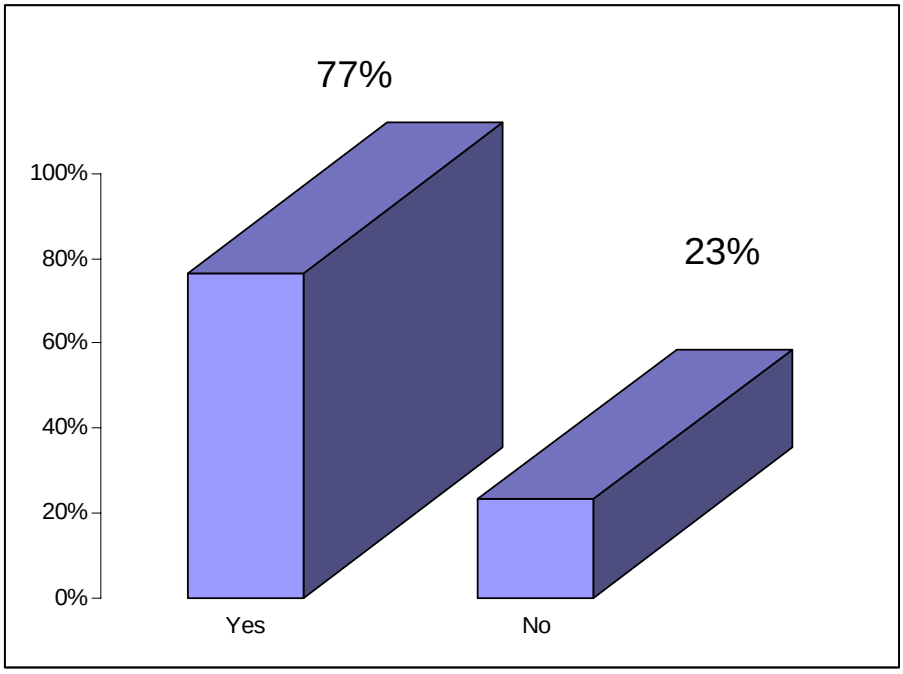
n=153

Q51. Are you currently a member of an adult education professional organization?



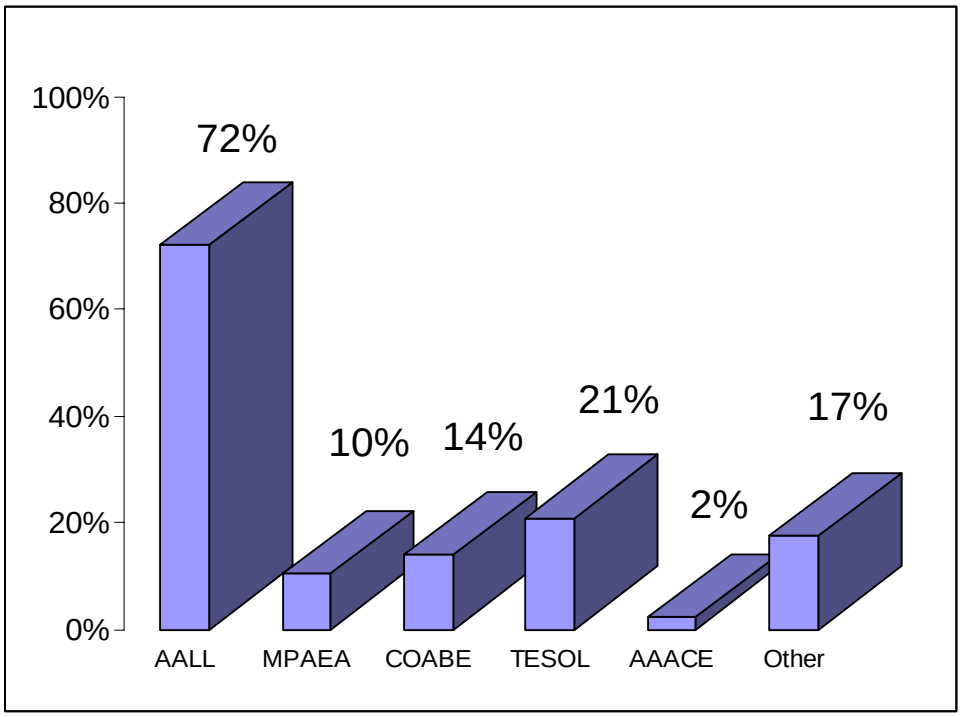
n=183

Q52. Does the adult education program fund your memberships in professional organizations?



n=86

Q53. I have current memberships in the following adult education professional organizations: (Check all that apply)

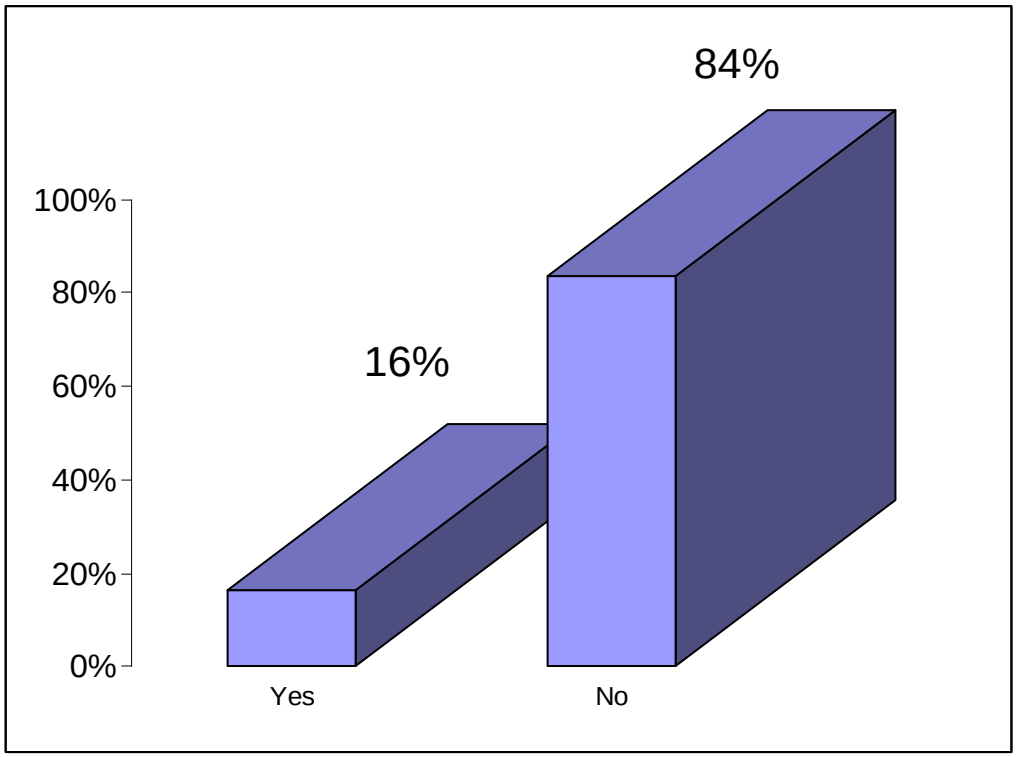


Written responses:

- ACE
- Arizona Correctional Educators
- National Family Literacy Assoc
- Arizona Correctional Educators (ACE)
- National Center for Family Literacy
- NCFL
- Adult Numeracy Network
- ACE
- None
- LVA
- AZ TESOL
- Family Literacy Alliance, AZ-TESOL
- ProLiteracy America
- AZTLA
- None

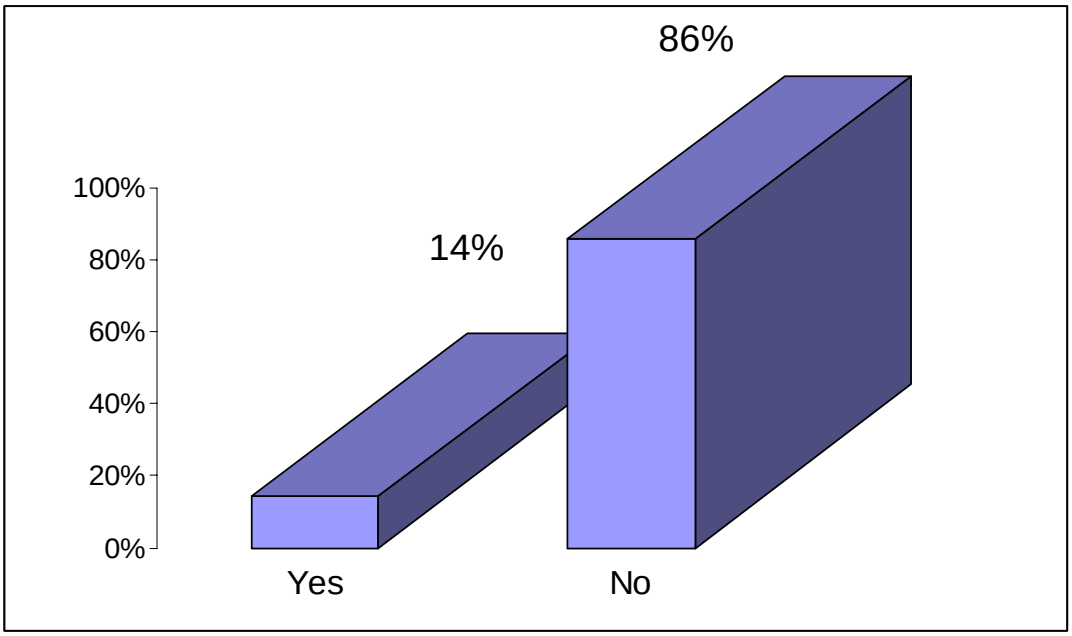
n=86

Q54. Have you held a leadership position in an adult education professional organization?



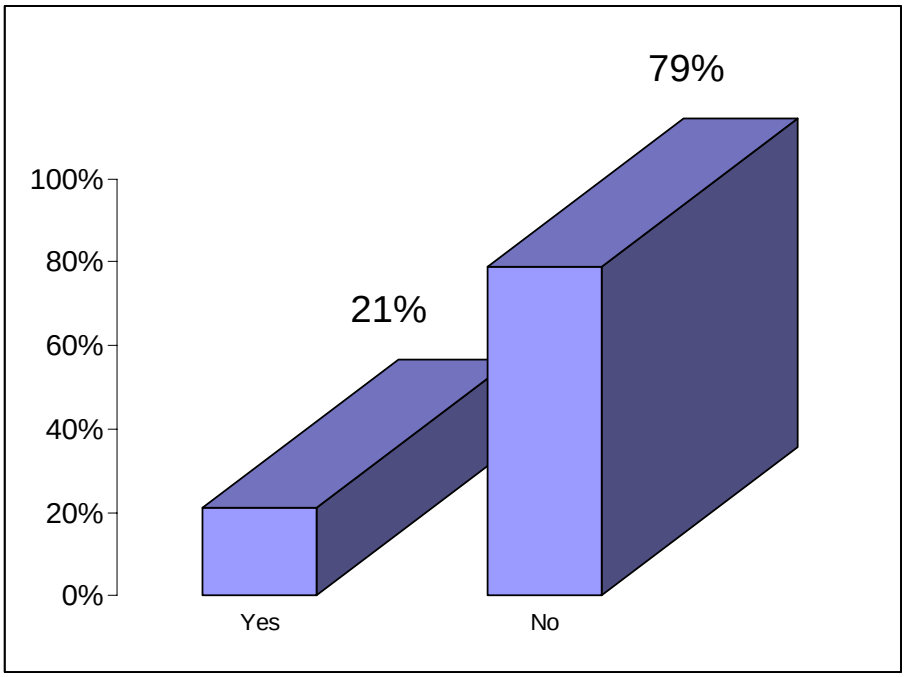
N=86

Q55. Do you regularly participate in adult education blogs and/or listserves?



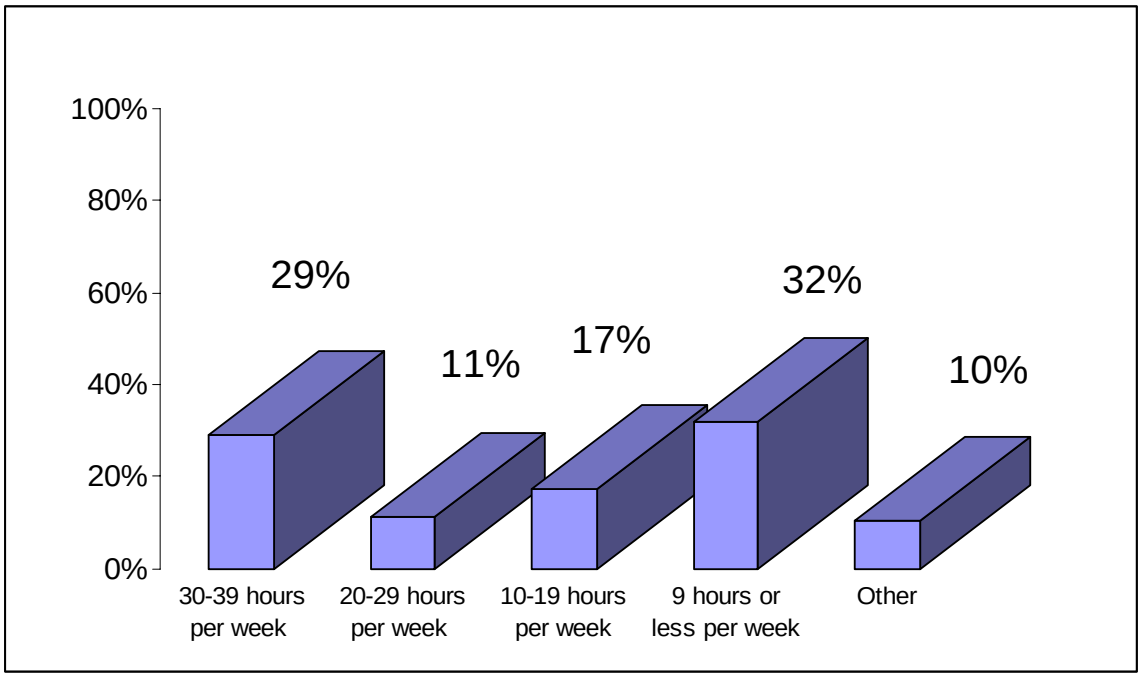
n=183

Q56. Are you currently employed 40 hours or more per week by the adult education program's parent organization?



n=183

Q57. I am currently employed by the adult education programs parent organization: (Select one)

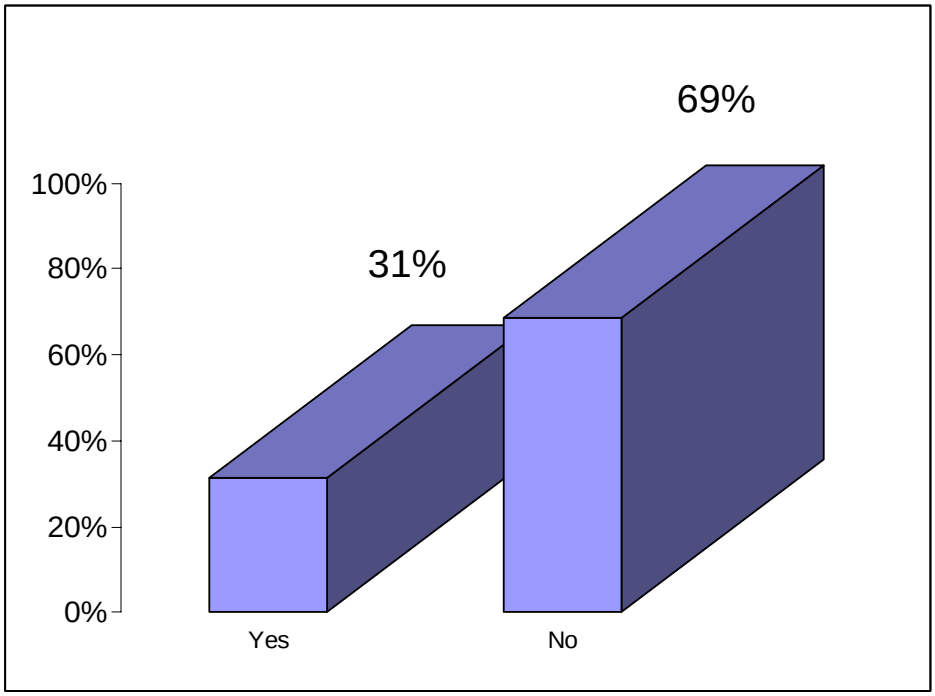


Written responses:

- Not employed
- My work in Adult Education programs is through a MOU with MCC and Mohave County Community & Economic Development. I receive no pay from MCC for Adult Education programs.
- None currently
- Not employed by AEPPO
- N/A
- Just retired 5/31/2006 40+ hrs before
- None
- I don't know what this means
- I work 24 hours a week
- Not part of a parent program
- None
- Not working this semester
- School District
- None

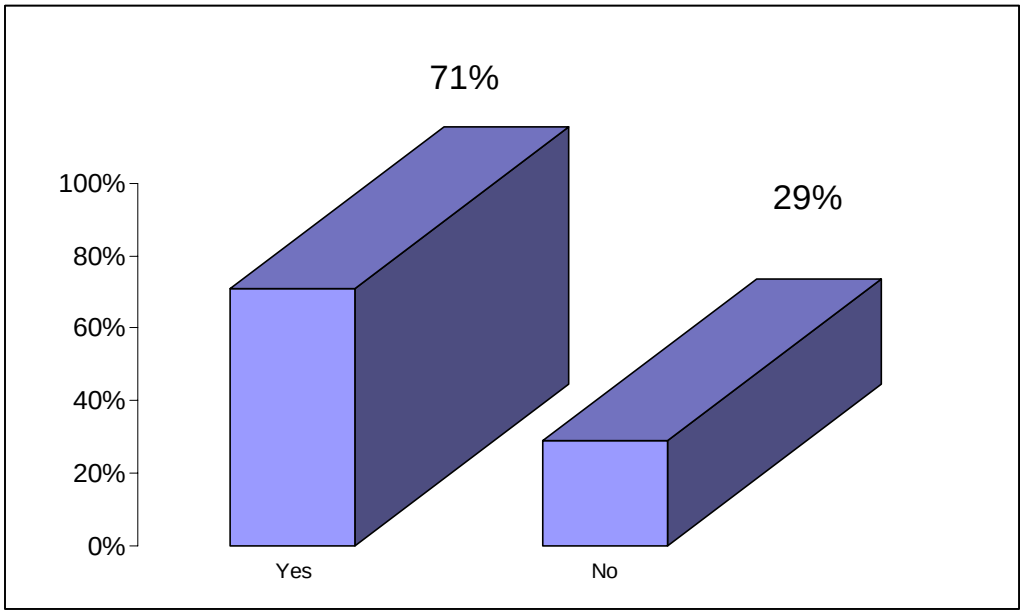
n=144

Q58. Do you receive medical insurance benefits through your adult education program?



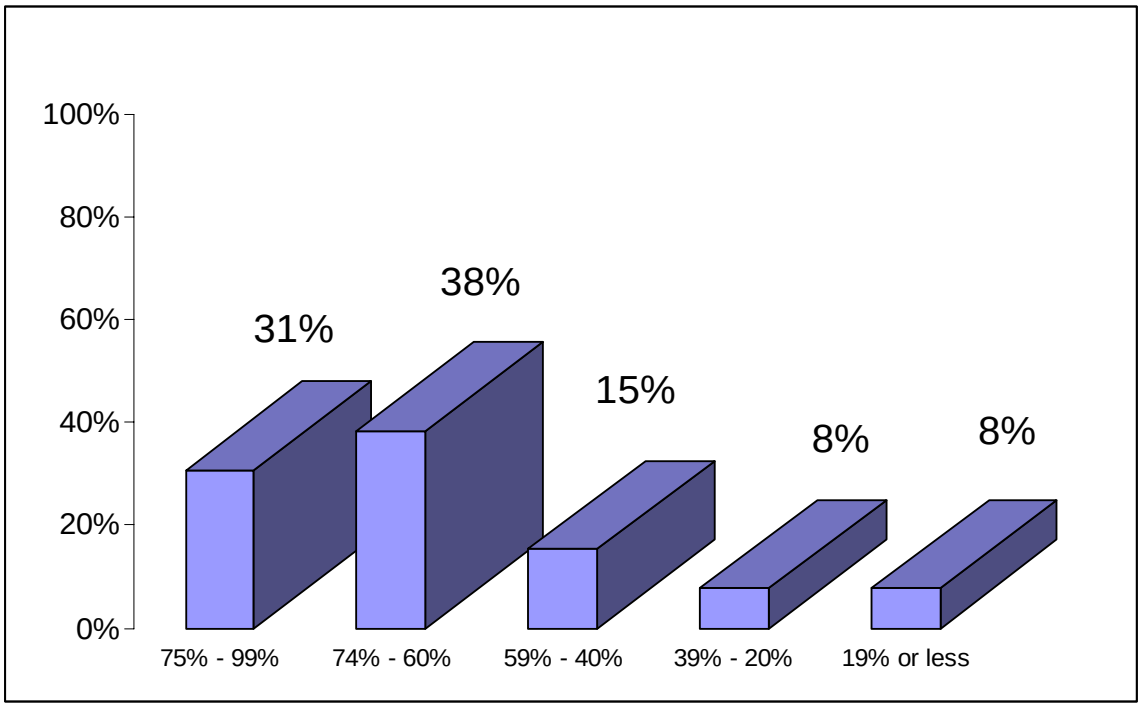
n=144

Q59. Does your adult education program cover 100% of your medical insurance?



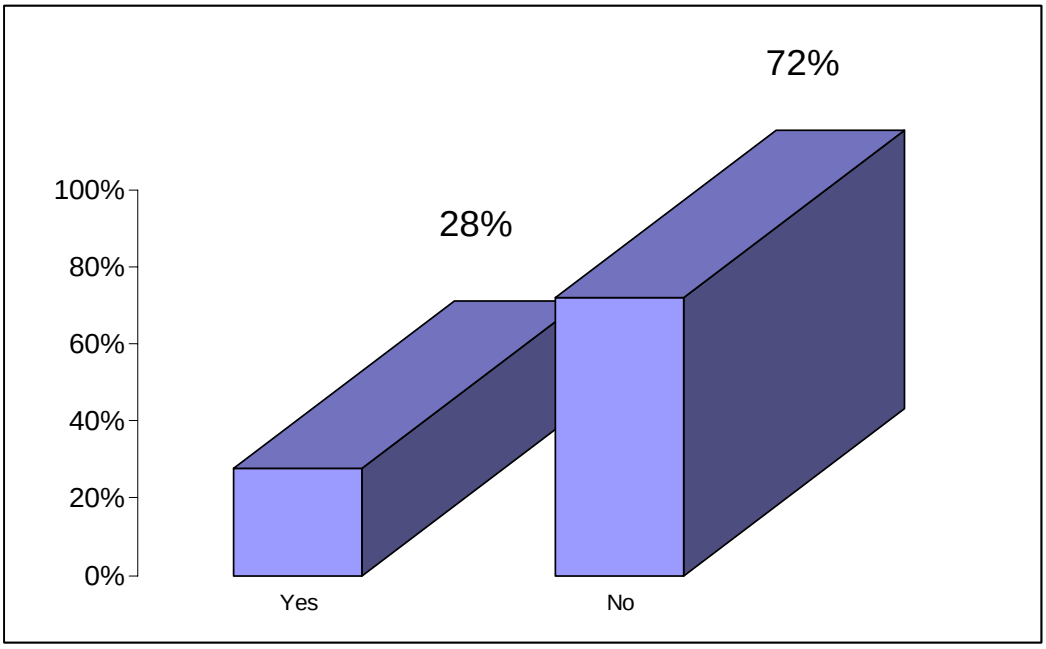
n=144

Q60. What percentage of your medical insurance is covered by your adult education program? (Select one)



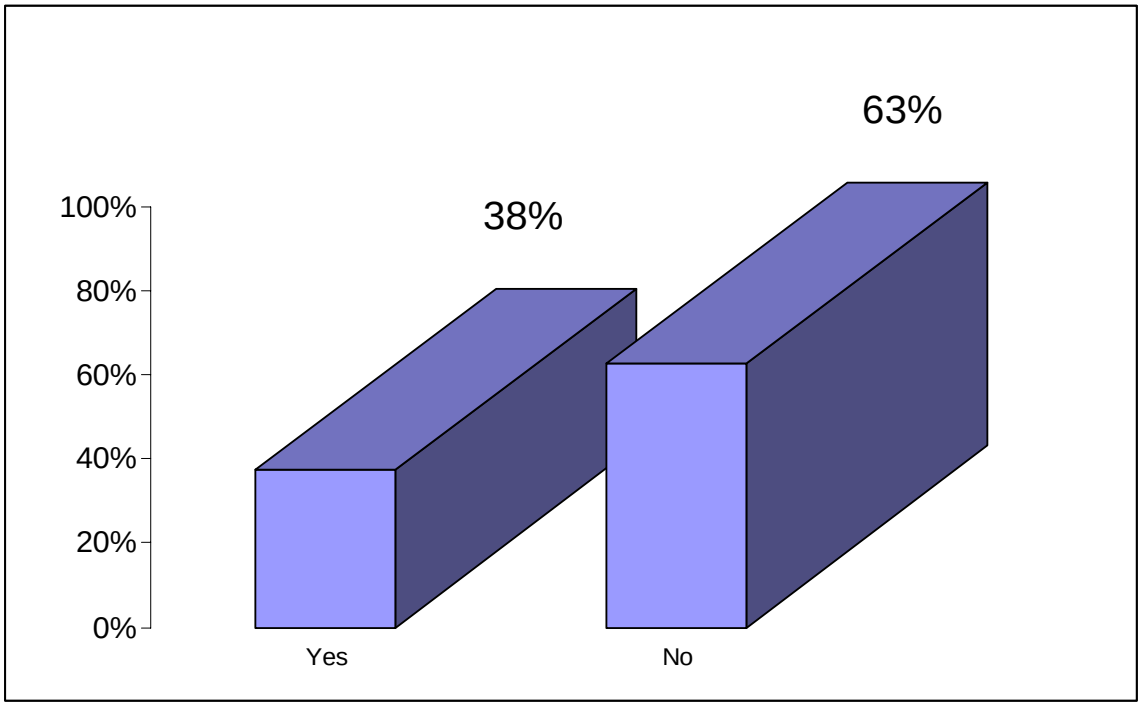
n=13

Q61. Do you receive dental insurance through your adult education program?



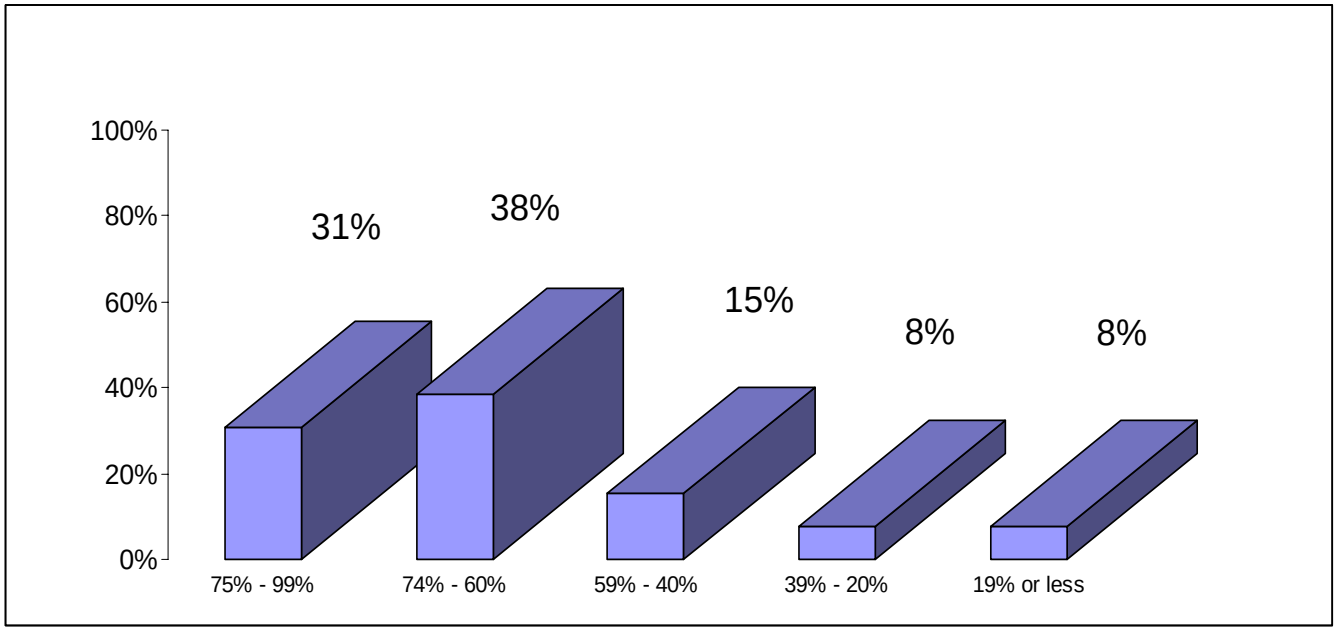
n=144

Q62. Does your adult education program cover 100% of your dental insurance?



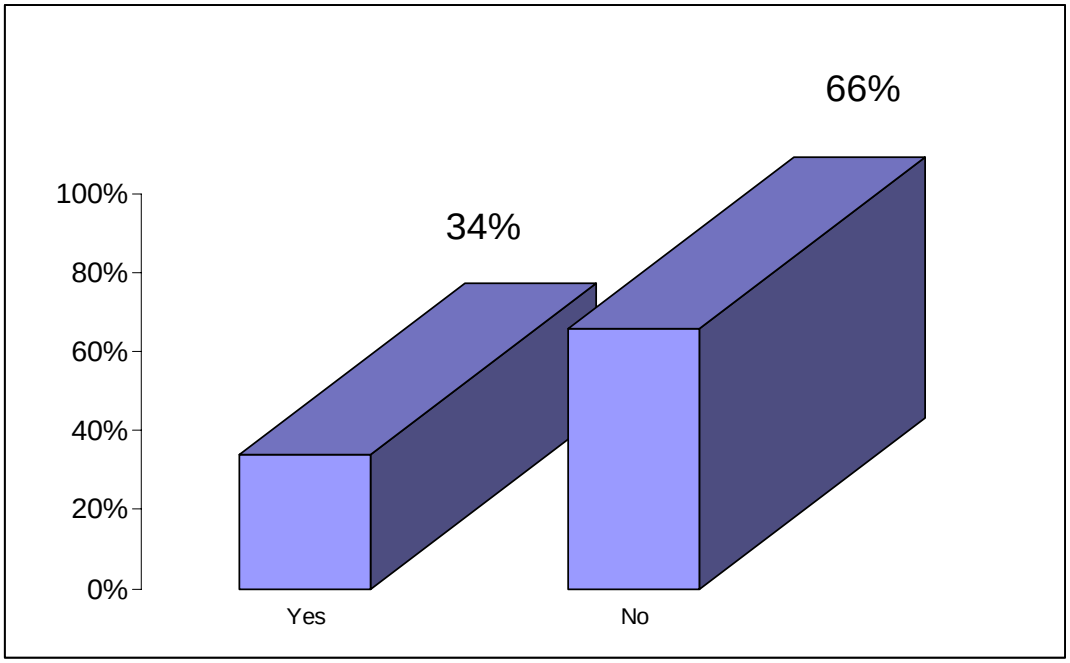
n=40

Q63. What percentage of your dental insurance is covered by your adult education program?



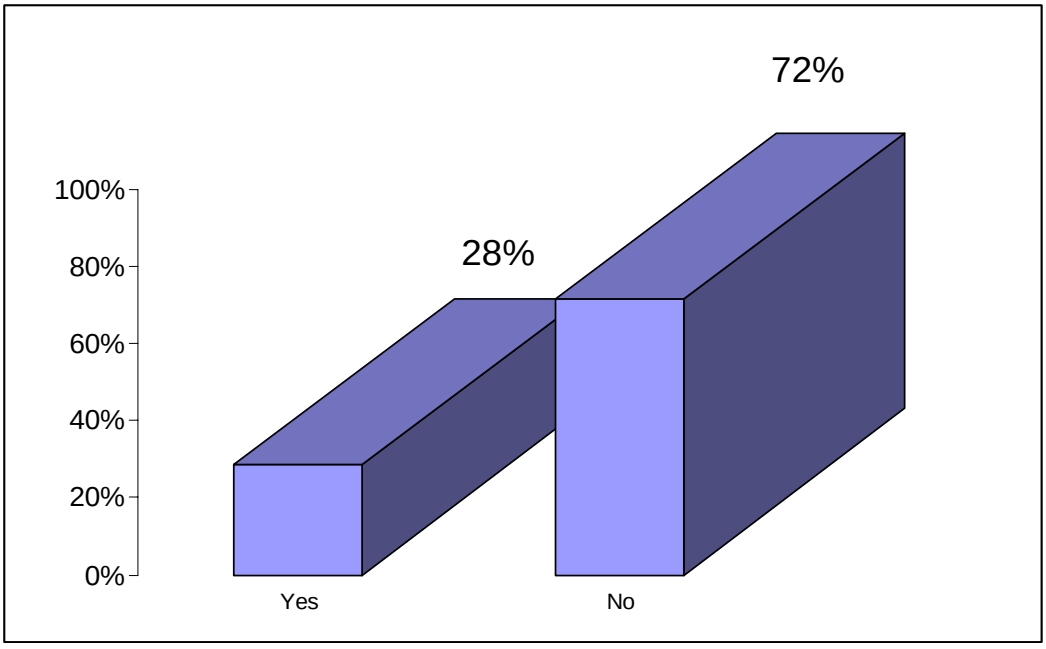
n=25

Q64. Does your adult education Program provide you with employer-paid sick leave?



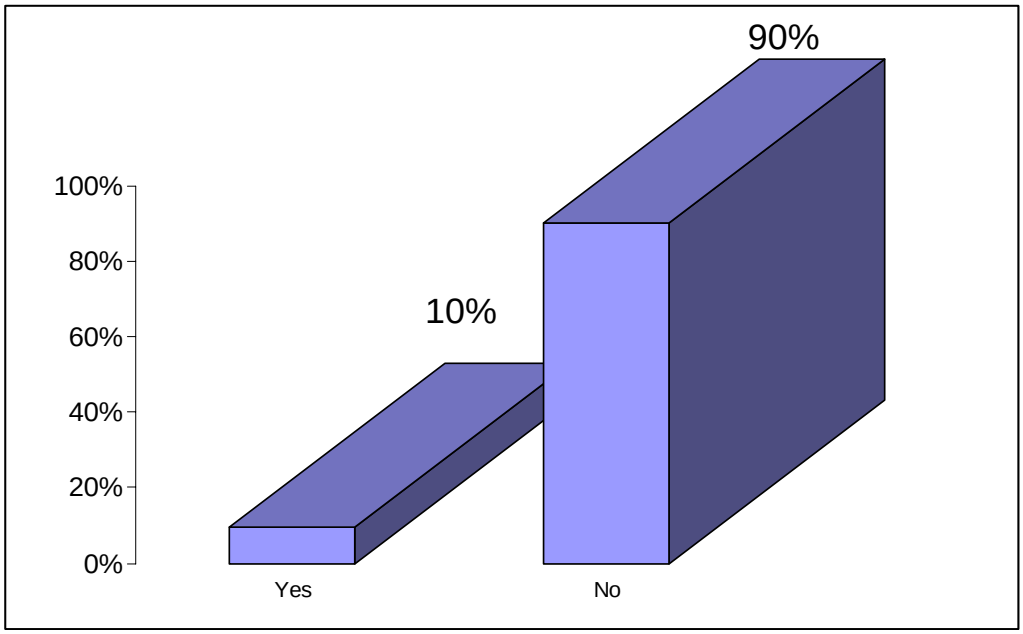
n=144

Q65. Does your adult education Program provide you with employer-paid vacation leave?



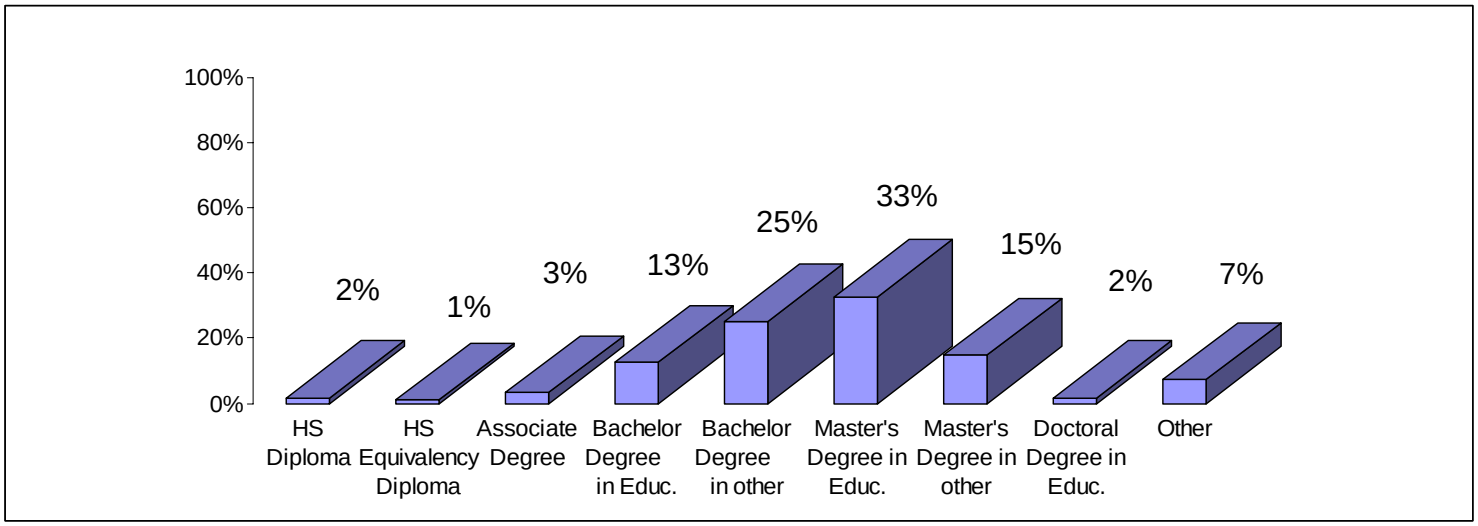
n=144

Q66. Does your adult education program provide you with incentive pay or extended contracts?



n=144

Q67. What is your highest level of educational achievement? (Select one)

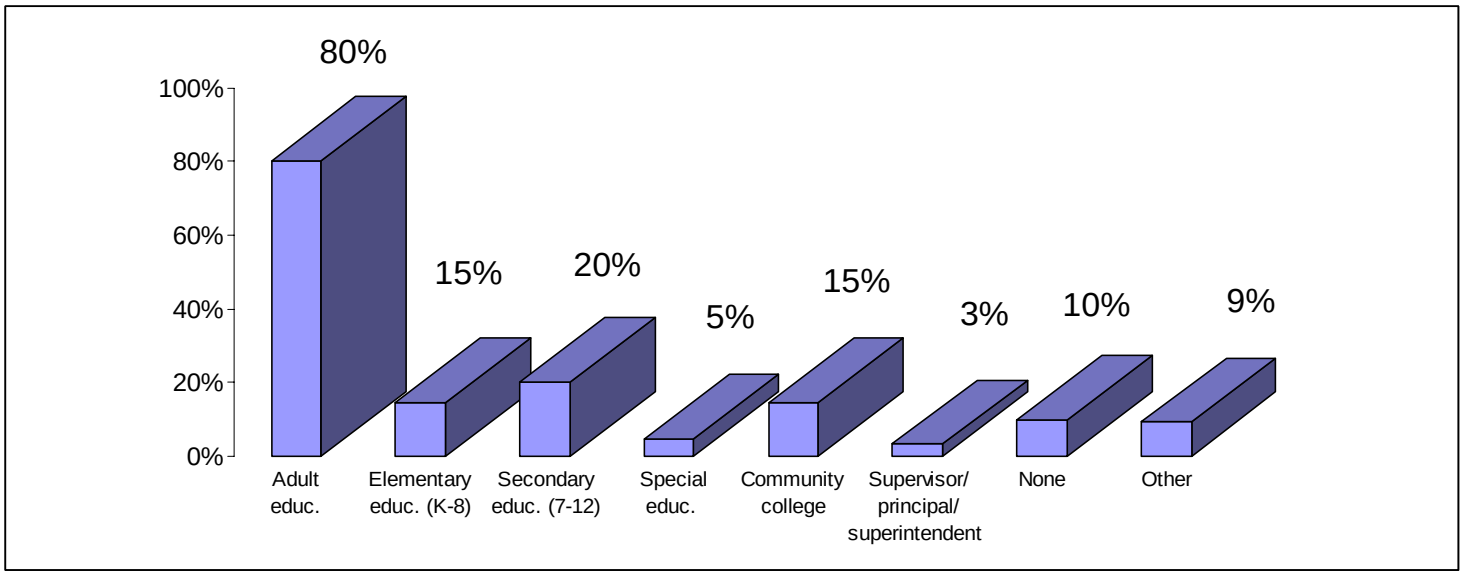


Written responses:

- All but Dissertation, EdD program
- Adult Ed. Cert.
- MA in English and MBA
- Some graduate work in other field
- Masters coursework (90 semester units); CELTA certificate
- Two bachelors' and two masters' degrees in other fields
- Post-Bach (2ndary ed certification)
- B.S. degree in other field plus graduate coursework in Agricultural Education (towards an M.S. degree)
- 2 years college
- J.D.
- Ed.S in Adult Dev. Ed
- Some college
- Doctoral Degree in other field

n=183

Q68. I hold current Arizona certification in: (Check all that apply)

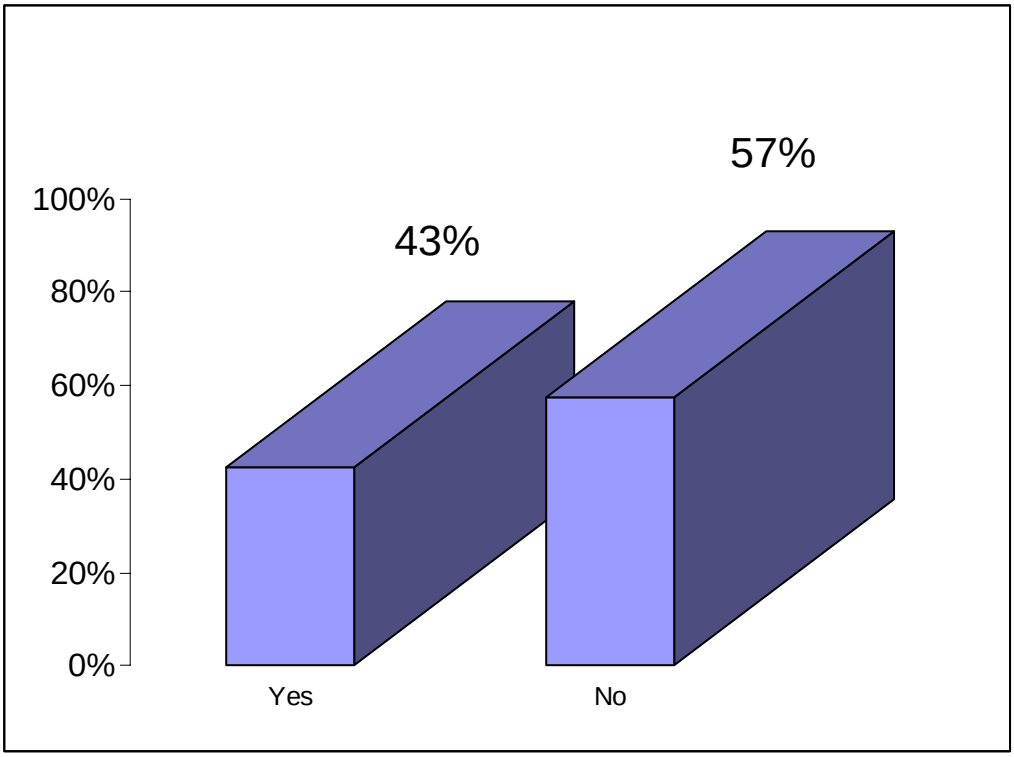


Written responses:

- Substitute teacher
- ESL k-12
- ESL, Citizenship
- Substitute teacher
- ESL Certification
- Substitute teaching-TEFL certificate
- Substitute teacher
- Substitute
- Substitute
- K-12 substitute
- Physical Education
- Substitute Teacher K-12
- Applying for AE re-cert.
- Early childhood
- Substitute teaching
- ESl and Reading
- Substitute

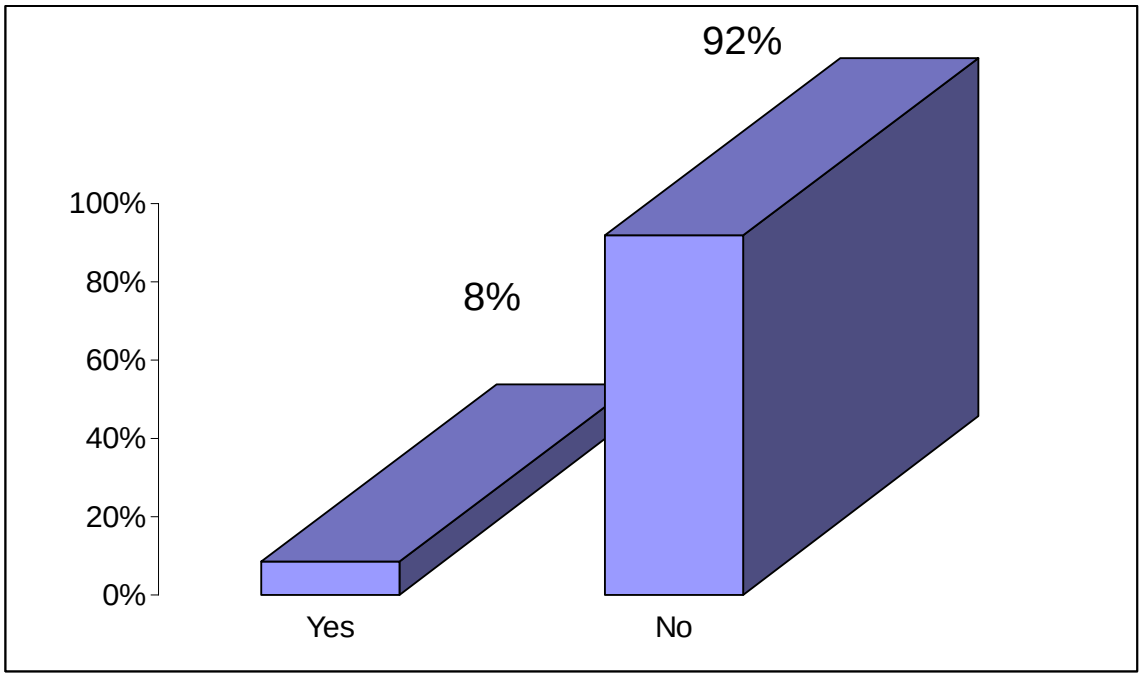
n=183

Q69. Do you sign a teacher contract for your primary adult education teaching position?



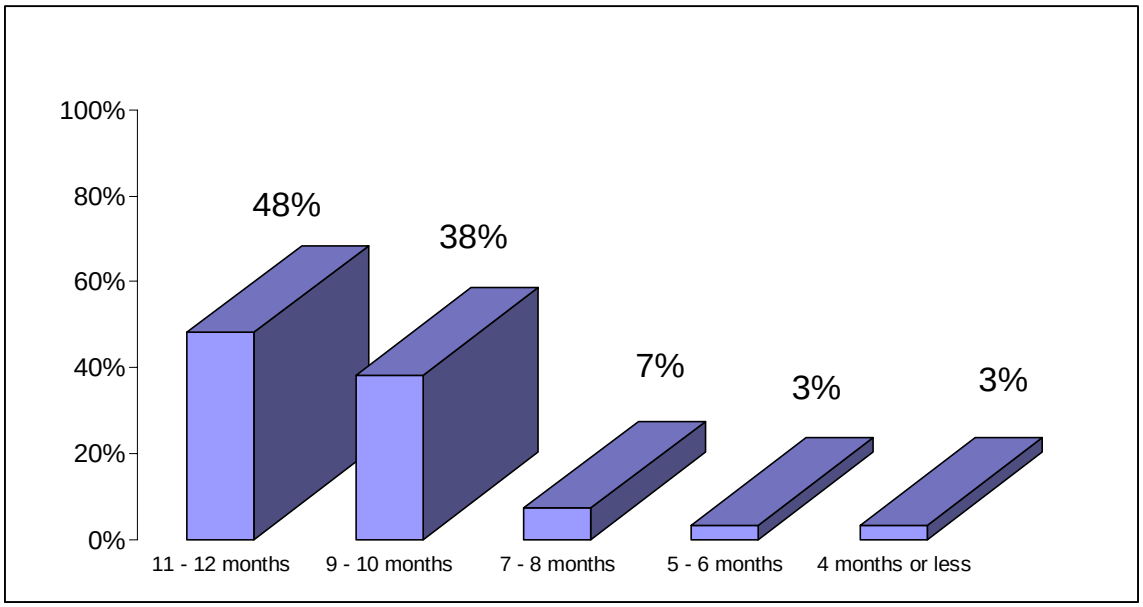
n=183

Q70. Do you teach in more than one state-funded adult education program?



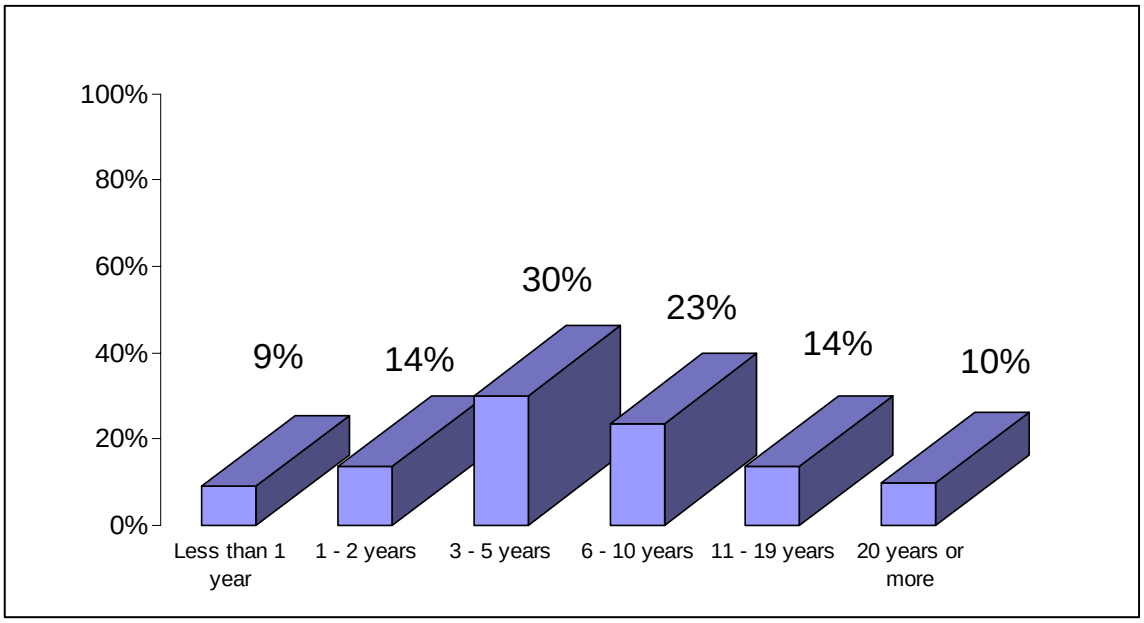
n=183

Q71. How many months out of the calendar year do you teach? (Select one)



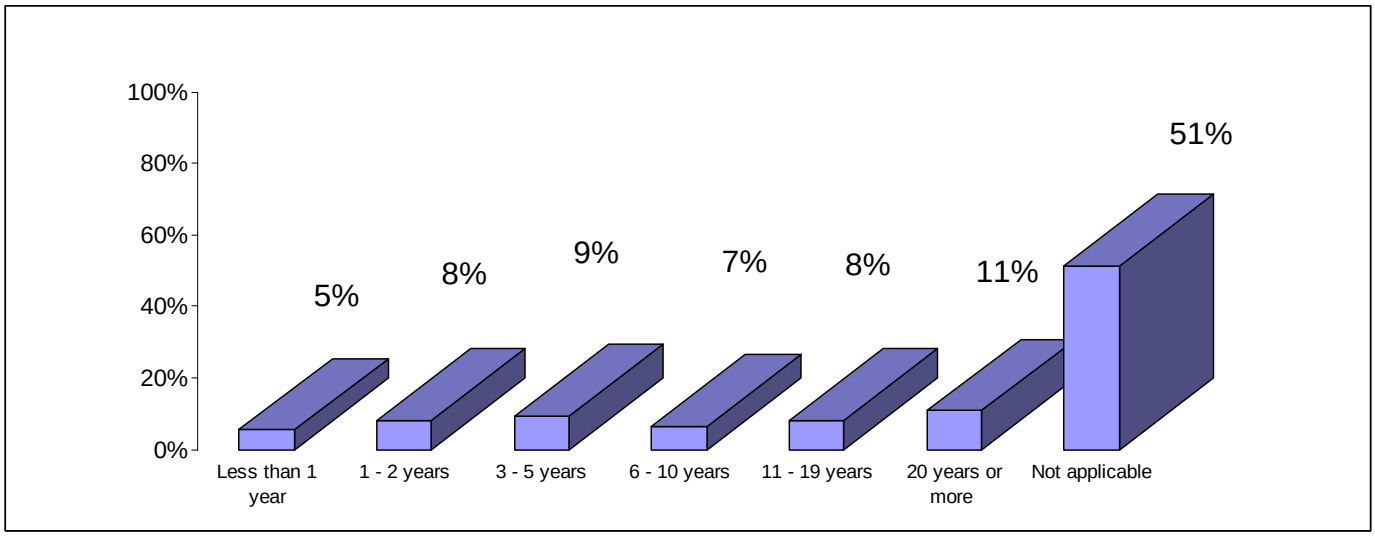
n=183

Q72. Total number of years teaching in adult education: (Select one)



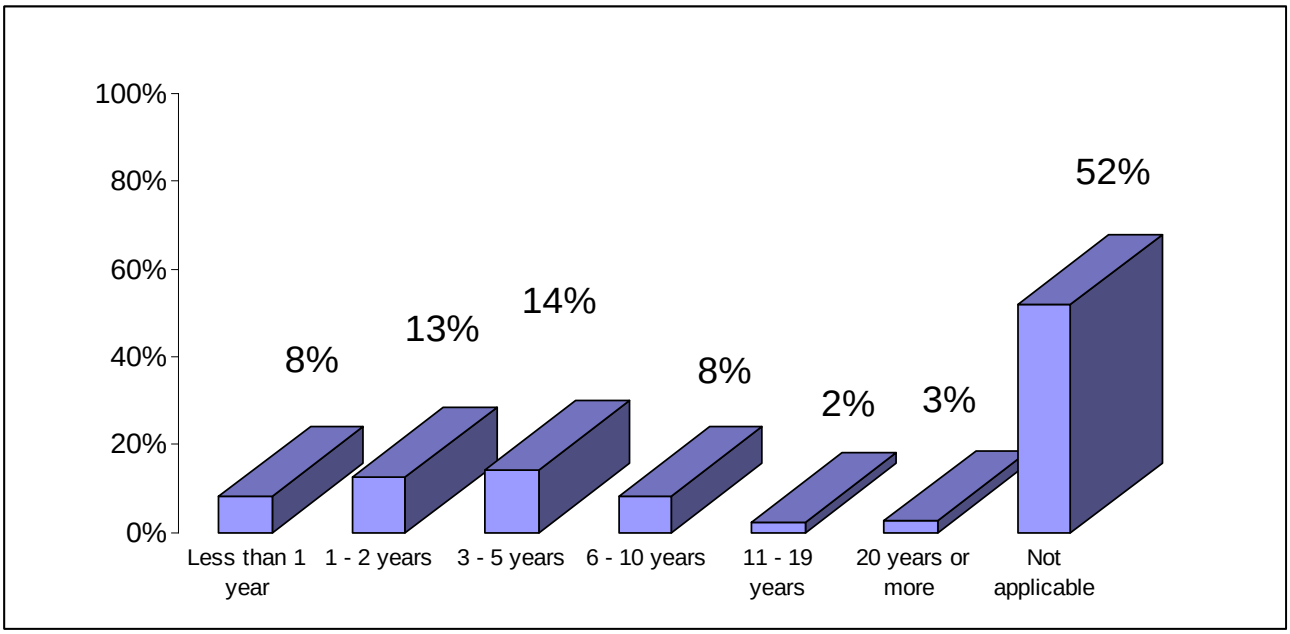
n=183

Q73. Total number of years teaching in K-12 education: (Select one)



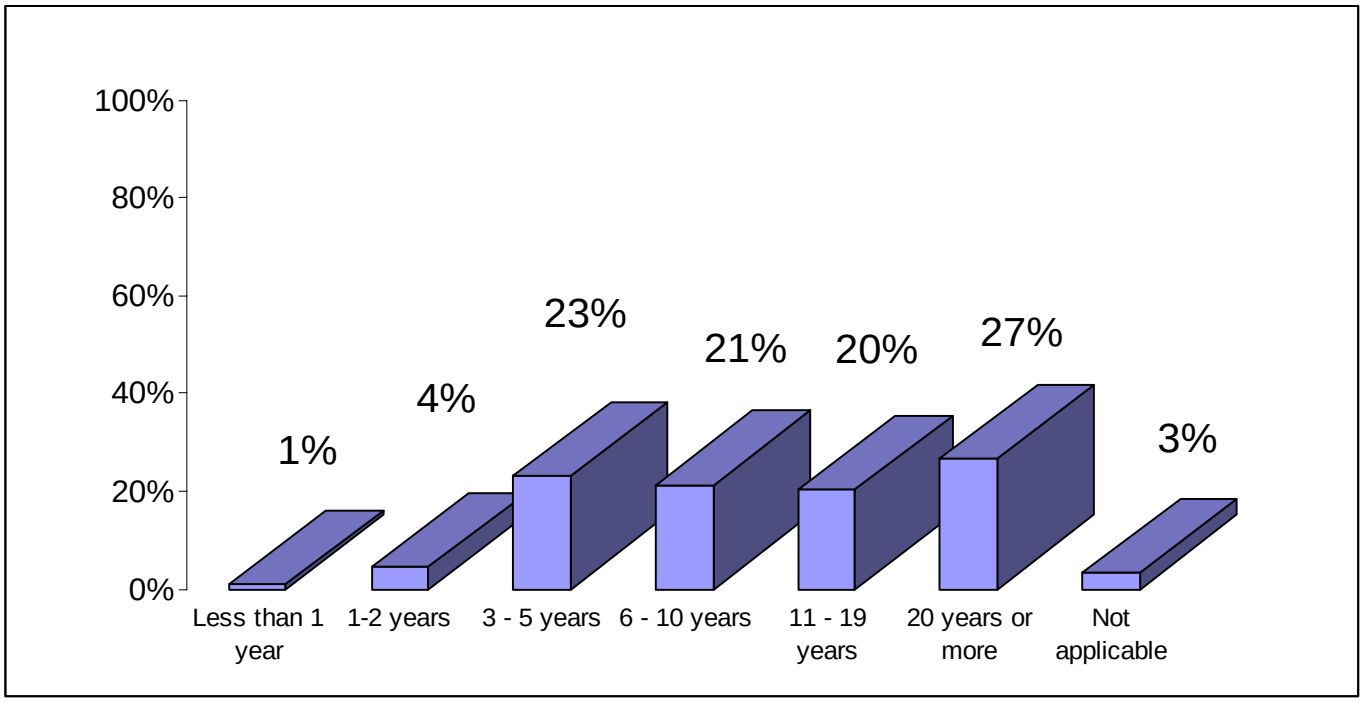
n=183

Q74. Total number of years teaching credit courses in a community college and/or university: (Select one)



n=183

Q75. Total number of years teaching in an educational setting?



n=183

The contents of this publication were developed with funds allocated by the U.S. Department of Education under Title II, Adult and Family Literacy Act, Workforce Investment Act of 1998.

The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. For questions or concerns regarding this statement, please contact (602) 542-3186.

Printed in Phoenix, Arizona, by the Arizona Department of Education
Total number of copies: TBA Total printing cost: TBA Printing cost per copy: TBA Month/year of print: TBA